



GETTYSBURG

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COLLEGE BULLETIN
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GETTYSBURG







A Message from the President /	4
Gettysburg College—The Community /	5
Campus Life /	19
Admissions, Expenses, and Financial Aid /	33
Academic Policies and Programs /	39
Courses of Study /	55
Scholarships, Fellowships, and Prizes /	105
Register /	115
Calendar /	128
Campus Map /	130
Index /	132

The provisions of this bulletin are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time.

A MESSAGE FROM THE PRESIDENT



A college is many things. And to the young person contemplating college as a venture to which four years of effort will be committed, it is a mixture of hopes and anticipations and obvious but understandable uncertainty. It is useful to point out therefore at the earliest possible moment that the College is primarily and finally the setting for intellectual activity. While there are other activities of which the college is justly proud, it is preoccupation with the intellectual that gives the college its most salient dimension.

Thus those who use this catalog as a means of informing themselves about this place should give particular heed to this basic concern for things of the mind. For it is here that the motivation to learn may reveal its source and it is here that the most important human relationships within this College are grounded. Indeed as the process of learning is undertaken its accomplishment is expressed in the behavior of those who comprise the College.

There is, first of all, a growing appreciation of the integrity of the individual. Secondly, there is the recognition that learning is unceasing and thus the student must acquire the techniques of scholarship if he is to master the means through which knowledge is produced and judged. The curriculum of the College is, therefore, one means of defining experiences which most effectively introduce the student to a field of knowledge and acquaint him with the appropriate tools of scholarship.

And finally the College, as an institution concerned with the primacy of the individual and with the means of individual growth, fosters the acquisition of habits and attitudes befitting the scholar. Intellectual honesty, openness of mind, and dedication to rational discourse and judgment are characteristics therefore which permit the expansion and use of knowledge and make possible the civility of human existence.

To those then who examine this College we offer these words of introduction. A college is many things—but its concern for the life of the mind is the reason for its being and the basis for its continued usefulness.

A handwritten signature in dark ink, appearing to read "C. A. Hanson".

C. A. Hanson

THE COMMUNITY



In the charter of Gettysburg College, granted in 1832, stands the phrase, "to exert a salutary influence in advancing the cause of liberal education." The College charged with that task is a moderate-sized one, proud of its roots in the tradition of liberal education. Its location in the midst of one of history's great battlefields reminds those associated with Gettysburg College that the tradition goes on amid history, amid conflict, in the midst of life in the world.

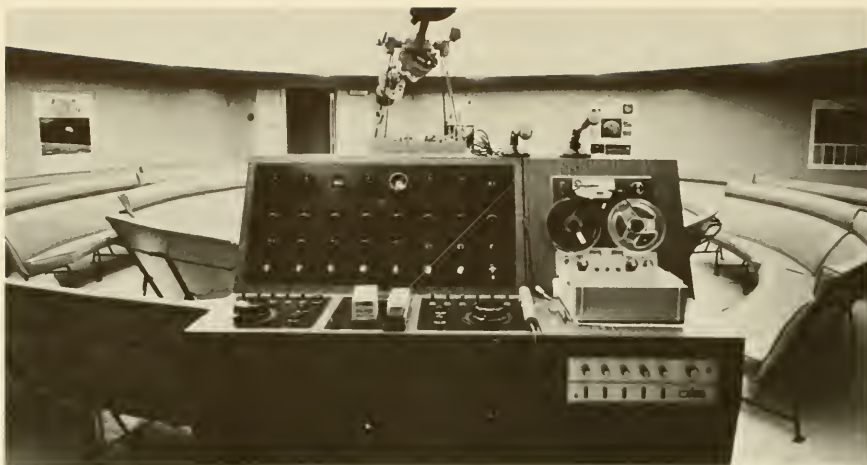
Gettysburg College maintains a relationship with the religious tradition from which its founders came. The first Lutheran College in America is still associated with the Lutheran Church. But it is equally aware of the injunctions of its founders that it remain "unsectarian in its instruction," and that it set no barriers of race or belief in the hiring of faculty or the admission of students.

The small institution, centered in five instructors involved in these beginnings, has grown to a student body of over 1800 students and a faculty of more than 130 members. The growth represented by these numbers has been matched by changes in curriculum, changes in the nature of the student body, changes in the academic calendar, and changes in the physical make-up of the College. To the fixed curriculum of 1832, combining "modern" studies with the old classical tradition, the





present day student can compare a curriculum with no required courses and only a third of his effort devoted to any kind of curriculum requirement. To the single building which was the center of the then Pennsylvania College at Gettysburg (and to which the students added a second of their own building), today's student can compare modern, well-equipped classroom, laboratory, residential, and athletic facilities, and a library containing nearly 200,000 volumes. To the small, celibate male student body of the College's first half-century, the student may now compare the coeducational community which has existed since 1888. The newest of these changes, called the 4-1-4 plan and introduced in the fall of 1969, is a complete curriculum and calendar revision designed to give the student more of the freedom to educate himself which is at the heart of a liberal education.



In this same context, today's Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of behavior. An academic Honor System, established in 1957 by students with close faculty cooperation, operates from the belief that the student body is mature enough and should be encouraged to act honorably in academic matters.







The students must recognize the obligation placed upon each of them to assist in maintaining the atmosphere without which no Honor System can succeed. This College expectation extends also to responsibilities for class attendance, student conduct, and student government.

Rooted in the tradition of liberal education and growing in the environment of inquiry and respect for its members, the Gettysburg College community focuses its attention and its efforts entirely on undergraduate education. Believing that the perpetuation of that environment of inquiry and mutual respect is an important task in its tradition of liberal education, the College community calls all of its component groups into the continuing process of self-education, criticism, and, when necessary, revision and change.







The students at Gettysburg are involved primarily with educating themselves; but in company with the rest of the Gettysburg College community, they show their concern with the means by which they will best be able to meet that primary involvement. The continuing high quality of Gettysburg's better than 1800 students and more than 130 full-time faculty assure the challenge and quality of the educational opportunity which the College offers.





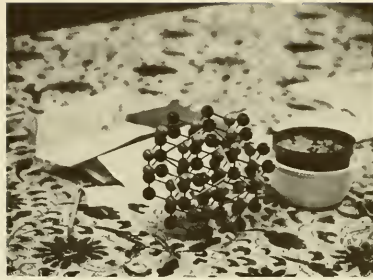
The campus itself, though located in the countryside near the center of a pleasant, modest-sized town, is nevertheless within 80 miles of Washington, D. C., 60 miles of Baltimore, 150 miles of Philadelphia, and 220 miles of New York City. The campus thus becomes a place to learn in itself and a headquarters for learning in some of the great centers of American culture.

The most recent measure taken to broaden the educational community is Gettysburg College's participation in the organization, administration, and programs of the Central Pennsylvania Consortium. This group of four colleges—Dickinson, Franklin and Marshall, Gettysburg, and Wilson—cooperates closely in the effort to undertake educational programs which could not effectively be undertaken by one college alone. Currently the Harrisburg Urban Semester involves students from Gettysburg and the other Consortium institutions in the study of urban problems and their practical solutions in Pennsylvania's capital city.

Likewise the College community is broadened by off-campus opportunities during the January Term, again in Harrisburg, in Wilmington, and even overseas.

"To exert a salutary influence in advancing the cause of liberal education" certainly involves a basically stable community: Gettysburg College strives to maintain that stability. Today, however, liberal education needs to have the flexibility to keep it pertinent to its times and applicable to the solution of the problems of those times: Gettysburg College strives equally for that flexibility. The Gettysburg College student will find security in the stable community; but he or she will find the greatest satisfaction rising from the response to the opportunities for flexibility.





GETTYSBURG



CAMPUS LIFE

A college campus is a unique community, all its members, activities, and facilities directed to the single purpose of promoting the student's liberal education.

The most important aspect of life within the Gettysburg College community involves the libraries, laboratories, and classrooms, for these are most directly related to the student's intellectual growth. But living and dining facilities, religious activities, lectures, performing arts program, newspaper and radio station, organizations, and activities all make their contributions too. The community exists, in all of its manifestations, for the purposes of education.

LIVING ACCOMMODATIONS A student's room is his study—his own place for rest and relaxation. In the dormitories, for all students, through broadening and enriching contacts with others, are all the facets of group living—the associations, the challenges, and the conflicts that help the student reflect on his own identity. Gettysburg College considers living in College residences to be an important part of a student's total college experience.

Residence Halls At Gettysburg the majority of the students live in College dormitories, most of which are relatively new and comfortable buildings. With the assistance of carefully selected student counselors, the residents make every effort to solve their own living problems. It is the College's philosophy that students should be given maximum opportunity to govern themselves. Each fall the residents of the women's dormitories elect officers who constitute the House Council. Counselors in men's and women's dormitories work closely with the students in resolving dorm problems and in planning improvements



and activities. Students also participate in the College commission charged with settling those regulations which apply to all College residences.

Fraternity Houses On and surrounding the Gettysburg College campus, there are fourteen fraternity houses for upperclass members. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence counselors in the houses.

Rooms All students in the campus community are expected to live in a College residence hall or fraternity

unless they have special permission from the Dean of Students. In the junior and senior years, some men and women live in rooms off campus with the approval of the Dean of Men or Dean of Women.

DINING ACCOMMODATIONS All freshman and sophomore men and women students, except those living at home, take their meals in the College Dining Hall. However, following fraternity "rushing" and thereafter, fraternity pledges and members eat their meals in fraternity houses. Juniors and seniors may take their meals in the dining hall or elsewhere. The Dining Hall is an air-conditioned, one-story brick building, which can accommodate 750 people at one sitting.

RELIGIOUS LIFE One of the principal objectives of Gettysburg College is to provide students with an opportunity to grow in their understanding of their own religious tradition, and that of others. The student's encounter with religious concepts different from his own may be an unsettling experience. These ideas should not destroy his faith, but provide him with an opportunity to think about convictions and commitments he may previously have taken for granted. The integration of the knowledge which reason provides and the knowledge to which faith bears witness is a part of the work of the college years. The goal is a maturity of both faith and reason and a style of life reflective of this wholeness.

Opportunities for corporate worship are provided in the College Chapel and in the churches of the local community. Services are held in Christ Chapel each Sunday and at various times during the week, and are led by the Chaplains, student and faculty assistants, and the Chapel Choir. The Chapel, which seats 1,250, also houses the Chaplains' offices and work and discussion rooms. It is open for meditation and prayer until late evening. Ministers and priests in the community also participate in serving the students, and some of the denominations have student groups.

THE CHAPEL COUNCIL Representatives of the classes, denominational groups, and the program areas meet

weekly to administer a wide range of activities and events expressive of religious concern and to counsel the Chaplains concerning corporate worship.

The College/Town Tutorial Program provides tutors at three local schools, assists adults in preparing for high school equivalency examinations, provides support for a recreation program among Black young people, and operates evening study centers in the community. The Trial Week Program provides students with an opportunity to spend a week in a cultural or occupational situation different from their previous experience. The Fall and Spring Lecture Series bring to the campus eminent speakers and films which present matters of pressing social or individual concern, generally from a Christian perspective. During both the fall and spring terms, the Council presents its Seminars on Love and Marriage staffed by faculty members and the Chaplain. Bible study or inquiry groups meet throughout the year.

Communities of Risk are groups of ten students and a resource person committed to an exploration of the Christian style of being human. Each COR group spends one overnight a week for a term using facilities rented for this process at 61-63 Stevens Street.

The Council also operates a campus coffee house, The In, every Saturday night. The facilities of both The In and the Chapel House are used by a wide variety of groups, including experimental classes. Pre-seminary students gather on a monthly basis for speakers and discussion and produce a radio program each month. The Service Committee of the Council guides a wide range of activities from banner making to programs at the Sheltered Workshop. Other Council committees sponsor the World University Service drive, *Junto*, a monthly journal of opinion, and field trips to centers of creative religious activity. Such opportunities for worship, study, service, and fellowship provide a context for growth toward maturity in religious concern and experience.

STUDENT GOVERNMENT The faculty and administration believe that the College community should serve as a proving ground in the development of responsible citizen-

ship. They encourage students to express opinions, to initiate action, and to develop critical judgement.

The student participates in College governance through serving on various College, class, and faculty committees; through participation in student senate, class, or fraternity meetings; and by exercising his right to vote in various campus elections.

Residential Life Commission The Residential Life Commission is an organization composed of members of the student body, faculty and college administration. This Commission has responsibility for studying matters pertaining to student residential life and student conduct. Business may be brought to the Commission or legislation proposed by any member of the college community. The Commission's decisions are final except in cases where the President of the College or members of the College Board of Trustees initiate a review procedure.

Student Senate The Student Senate, the principal unit in student government at Gettysburg College, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in forming school policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, and designate student representatives to attend faculty meetings. The Senate conducts class elections, nominates candidates for outstanding achievement awards, and plans and works with others on the campus in planning such campus activities as Father's Day, Mother's Day, and Homecoming.

The Senate is presently composed of 27 voting members representing the classes. The class president and five elected representatives express the views of each class at Senate meetings. In addition to voting members, non-voting representatives of each campus organization attend each meeting. Senate meetings held every Monday evening at 7 o'clock in room 231 of the SUB, are open to any student who wishes to attend, to present ideas, and to participate in discussions.

One of the important functions of the Student Senate is to allocate funds from the Student Chest to student organizations on campus.

The Student Senate also has over-all responsibility for such other functions of student government as the Honor Commission and the Student Conduct Board.

The Honor Commission The Honor Commission, a board of nine students elected by the student body, and faculty advisers, promotes and enforces the academic honor system at Gettysburg College. All reported honor code violations are tried before this Commission. Any student convicted of a violation may appeal his case to an Appeals Board.

The Student Conduct Board This committee handles disciplinary cases within the student body, including all individual or group violations of College rules and civil laws. The Board is composed of the president of Student Senate, representatives from the Women's Student Government Council, Interfraternity Council, and Panhellenic Council, and six other students elected by the Student Senate. Decisions of the Student Conduct Board are reviewed by a student-faculty-administrative Review Board, whose action is final in all cases. The essential elements of "due process" are included in the procedures of both Boards.

Women's Student Government Council Every undergraduate woman is a member of the Women's Student Government Association. Each spring the women elect class representatives to the Women's Student Government Council, the executive body of the Association. This Council establishes and aids in the implementation of any special residence hall policies of the women students. A variety of campus activities is sponsored by WSGC. Its most important function, however, is as a sounding board for student concern in all areas. The president of each residence unit is a member of WSGC and, along with her Council, serves as a means of direct communication between WSGC and dorm government.

Interfraternity Council The major responsibility for governing the fraternity system of Gettysburg College is assumed by the Interfraternity Council, an organization

composed of one representative and one alternate from each social fraternity. This Council formulates and administers general policies by which the fraternities on campus abide. It also serves as a representative of the social fraternal groups to the student body, the College, and the community. During the school year it sponsors campus activities such as the IFC Ball and IFC Weekend.

Panhellenic Council The major responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, on which each social sorority is represented by an alumna and two student representatives. This Council establishes and enforces the "rushing" regulations and functions as a governing body in all matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures The members of a college community must constantly be aware that they are living in an active, changing world, a world teeming with new ideas and new discoveries. Through its lecture program, which complements classroom study, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community.

In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on some phase of American life a century ago. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stucken-

berg, enables the College to sponsor a lecture in the general area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College for the establishment of a lectureship on the claims of the gospel ministry on college men. The main object of this foundation is "to keep before the students of the College the demand for men of the Christian ministry and the conditions of the age qualifying that demand."

John B. Zinn Seminars These seminars have been established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus. Men of outstanding ability in the field of chemistry are invited to present seminars on topics of current interest to the students, faculty, and invited guests.

Performing Arts In a college community the performing arts have a significant place, for they offer an unusual opportunity for thought, learning, and expression to occur at one and the same time. By sponsoring student organizations and departmental programs, the College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop that talent and to share it with others. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir has received international recognition. This choir of approximately sixty men and women appears at special services and gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. Auditions are held at the beginning of each school year at which time members are selected for voice quality, trueness of ear, musical feeling, and general musical intelligence.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Marching Band The Gettysburg College Marching Band opens its fall season with a band camp in preparation for performances at football games, rallies, and parades. The Band also hosts an annual High School Band Day.

Symphonic Band Auditions for the Symphonic Band are based on instrumental tone quality, technique, and musicianship. Besides the home appearances, an annual tour is taken to nearby communities and neighboring states.

Membership in small ensembles, such as the clarinet choir, the percussion ensemble, the woodwind quartet, and the brass and jazz ensembles, are open to qualified musicians.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Established in 1914, Owl and Nightingale each year offers four major productions under the Director of Drama. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre presented annually. In addition to the major productions, the Players also offer a Laboratory Theatre which produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. In both major and laboratory productions students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, costuming, and publicity. Casts for all productions are chosen by open tryouts, and newcomers are almost always to be found alongside veteran performers.

Modern Dance Group Included in the Performing Arts Program is the Modern Dance Group which, through workshops and performances, encourages students to participate in dance to see modern dance performed on campus and at other available opportunities.

STUDENT COMMUNICATION MEDIA Every community needs means of keeping its members in contact with each other and with the rest of the world. On the Gettysburg

campus student communication media not only inform the members of the community, but they also offer them an opportunity to express their ideas effectively and to learn the practical aspects of working with newspapers, radio stations, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students, who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The campus literary magazine is published twice a year. The poems, short stories, and illustrations published in *The Mercury* are contributed mostly by students, although faculty members also make contributions. The editorial staff of students encourages creative writing within the campus community.

The Gettysburg Review A biannual scholarly journal fashioned after the academic quarterly reviews, *The Gettysburg Review* is the major concern of the Academic Publishing Board, a group of students interested in publishing student academic work of outstanding merit for the benefit of the College community. The activities of this Board are sponsored by the Student Senate.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen at fall registration.

WWGC The College radio station is the voice of the campus. Student managed and staffed, it broadcasts a variety of programs throughout each week from its fully equipped studios in the Student Union Building. WWGC is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising.

Debate Council The forensic arts are under the supervision of the Debate Council, which is composed of the varsity debating squad, the debate manager, and the coach. This organization arranges a schedule with a number of colleges for contests in debate. A special duty of the Council is to arrange an extended tour every year for the varsity team. Membership in the debating team is determined by a system of competitive tryouts, for which all students are eligible.

STUDENT ORGANIZATIONS AND ACTIVITIES

Honorary Organizations A college community is primarily a community of scholars who pursue the goals of a liberal education and develop proficiency in a particular field of interest. In such a community, all scholars are honored but especially those who have achieved high academic performance. An honorary society, as the term implies, honors scholars, and membership in it also carries honor. These societies, some national and some local, have been established to recognize individual scholastic achievement and to motivate students to achieve academic excellence. Although honorary organizations differ in their requirements for membership, most require academic competence in general plus academic excellence in one particular field.

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is the highest academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must evidence a broad general culture as well as possess a distinguished academic record. Gettysburg College faculty members who belong to Phi Beta Kappa elect students to the Gettysburg chapter.

Departmental, Professional, and Honorary Societies Within the College community each student should be able to find one activity which interests him. By participating in certain chosen activities, a student is able to develop and express talent, and to practice working with members of a group to achieve a common goal.

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national society for dramatic students

Arnold Air Society: a military society for students excelling in Air Force ROTC

Beta Beta Beta: a society for students of biology

Caucus Club: organization to stimulate interest in government and political activity

Delta Phi Alpha: A German language society

Eta Sigma Phi: an undergraduate fraternity for students of the classics

French Club

Lt. Charles Fite Company, Association of the United States Army: military society for students in Army ROTC

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history

Phi Mu Alpha: men's music fraternity

Phi Sigma Iota: society for students of the Romance languages

Physical Education Majors Club

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in political science and economics

Psi Chi: organization for students in psychology

Sceptical Chymists: an organization of students in chemistry

Sigma Alpha Iota: women's music sorority

Sociology Club

Spanish Club

Student Physics Society: Student Section of the Professional Society, affiliated with the American Institute of Physics: open to all students interested in physics

Women's Athletic Association

Student Union Building Many campus activities take place in the Student Union Building, commonly known as the SUB. This building fills such a variety of needs that almost every member of the campus community visits it several times during a week.

On the first floor of the SUB is a snack shop and cafeteria, the Bullet Hole. In one wing is an auditorium which serves a variety of purposes. As an auditorium, with a seating capacity of 2,000, it is used for assemblies, plays, concerts, and movies. With the chairs removed, it may be used as a ballroom. Also located on the first floor are the College Bookstore, where students may buy their textbooks, school supplies, and notions and a United States Post Office Substation, where students receive their mail in individual post office boxes. On both the first and second floors are student lounges and offices for the student communication media.

On the second floor of the building are the offices of Student Senate and meeting rooms where student organizations meet. Just off the second floor lounge are sound-proof listening rooms, study rooms, and a television room. The Student Union Building houses such recreational facilities as a bowling alley, a swimming pool and locker rooms for men and women, a game room, a card room, and ping pong tables.

The activities which take place within the SUB are coordinated by a Student Union Board, composed of students, faculty members, and the Director of the Student Union Building. Its committees plan, coordinate, and publicize activities and facilities. Some of the responsibilities of the Board include offering a film series which brings to the campus outstanding foreign and domestic films, planning social events, improving facilities, publicizing all events which take place within the building, publishing a guide book which acquaints new students with the facilities available to them in the SUB, and providing hostesses and guides to conferences which meet within the Student Union Building.

Social Fraternities and Sororities On the Gettysburg College campus there are fourteen men's social fraternities and six women's social fraternities, generally called sororities. All but one of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place about the middle of the academic year. About sixty percent of the men and women students are affiliated with fraternities. Each

of these groups recognizes that the primary purpose of the College is academic. Thus, each fraternal group encourages scholarship and sets certain academic standards for initiation.

Women's Fraternities and Sororities

Alpha Delta Pi	Chi Omega	Gamma Phi Beta
Alpha Xi Delta	Delta Gamma	Sigma Kappa

Men's Fraternities

Alpha Chi Rho	Phi Gamma Delta	Sigma Chi
Alpha Tau Omega	Phi Kappa Psi	Sigma Nu
Kappa Delta Rho	Phi Sigma Kappa	Tau Kappa Epsilon
Lambda Chi Alpha	Rho Beta	Theta Chi
Phi Delta Theta	Sigma Alpha Epsilon	

ATHLETICS On the Gettysburg College campus there is an extensive program of intercollegiate and intramural athletics for both men and women. It is therefore possible for all students of the College community to participate in some supervised sport. For those who display particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program for which competitive teams are organized from the fraternities, sororities, and non-fraternity groups. Students are admitted to all athletic contests on campus by showing their College identification card.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic States Athletic Conference.

The intercollegiate program for men includes football, soccer, cross country, basketball, wrestling, swimming, baseball, track, tennis, golf, lacrosse, and rifle teams.

The program of intercollegiate athletics for women includes field hockey, basketball, and tennis.

The cheerleaders and the Varsity G-Club support the athletic program of the college.

Intramural Athletics The men's intramural program, organized by the Health and Physical Education Department with student help in planning and promotion, includes twelve activities: touch football, soccer, cross country, basketball, volleyball, swimming, bowling, table tennis, chess, badminton, tennis, and softball. The intramural program for women conducted by the Director of Women's Physical Education and her staff, with the assistance of representatives from the Women's Athletic Association, an organization which includes all women students, endeavors to maintain interest in sports and to promote good sportsmanship. Basketball, volleyball, swimming, bowling, table tennis, badminton, and tennis are the planned athletic contests.

STUDENT SERVICES

Student Health Service Since continuity of medical information is of value to a student away from home, a complete physical examination before entering College is required. The report of this examination is kept confidential and remains on file at the Student Health Service. It should include a record of allergies, especially to drugs; a history of injuries, especially those affecting the joints; all chronic diseases; and a physician's opinion in regard to restriction of activities.

The College maintains a health service for the benefit of all students. An agency of this service is a well-equipped College Infirmary, with twelve double rooms for in-patients, a two-bed isolation room, a kitchen, and treatment, examining, and consultation rooms, plus nurses' quarters. A staff of registered nurses and two physicians provides twenty-four-hour service during the school year for those students requiring medical attention.

The College Health Service provides treatment in the Infirmary of minor medical ailments contracted while the student is at the College, routine care of chronic illnesses, and treatment of minor injuries. Simple drugs and dressings are provided by the College; other medication, not in stock, is at the student's expense. Students with major illnesses or injuries are referred to specialists or are admitted to the local hospital.

Routine laboratory tests, periodic follow-up examinations recommended by family physicians, and physical examinations for athletic activities are performed in the Infirmary. Some forms of physiotherapy are available in the Infirmary or, if advised by the College Physician, in the Physical Education Department. The Physician recommends consultation with specialists, X rays, and major laboratory tests when needed to establish diagnosis. The cost of X rays and other diagnostic procedures and physiotherapy treatments prescribed by the College Physician is borne by the student.

Parents or guardians of students admitted to the College Infirmary will receive a notification of this admission. In case of more serious illness or accident the family will be informed by telephone.

Counseling Services Gettysburg College believes that proper advising and adequate opportunity for personal, confidential counseling are an integral part of its educational program. No Gettysburg student should feel reluctant to present his problems, doubts, or views to members of the faculty, college administration, or professional counseling staff. Indeed the opportunity to air opinions and feelings freely is one of the basic characteristics of the community; all students are encouraged to avail themselves of it. Each incoming student is assigned to a member of the faculty who acts as his adviser concerning course planning and other academic matters. When a student chooses a major, he is assigned an adviser in the department of his major who will assist him in such matters as course selection, career planning, and preparation for graduate school.

The Counseling Services, under the general direction of the Dean of Students, are supervised by the Coordinator of Counseling, who complements and supplements the work of the faculty advisers. He and the staff help to provide informal educational experiences for students through counseling, group discussions, seminars, and other means. They maintain a particularly close and continuing contact with freshmen on an individual basis in order to supplement their orientation to higher education.

The College provides professional help for students in matters of emotional stress and personal adjustment. The Counseling Psychologist and part-time Consulting Psychiatrist are available to help students with emotional problems. Students may seek this service voluntarily, or they may be referred to it by advisers or other faculty members.

Career Counseling For students participation in a college community is temporary. As students look forward to entering a graduate or professional school, or to beginning a career immediately after graduation, the College attempts to assist them in making this transition through placement bureaus and faculty advisers.

Teacher Placement The College maintains a free Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating properly qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

College Placement The College operates a general placement service for its students and alumni. The Director of Career Counseling arranges for employment personnel of many business and government organizations to meet students for personal interviews. In the Counseling Services offices there is a library of material on career possibilities. Students who wish aid in the area should visit the Director of Career Counseling at any time during their undergraduate career.

Departmental Placement The administration and major advisers informally assist students in securing employment or placement in graduate school. The Counseling Services office maintains a wide selection of graduate school catalogs for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school.

STUDENT CONDUCT Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only

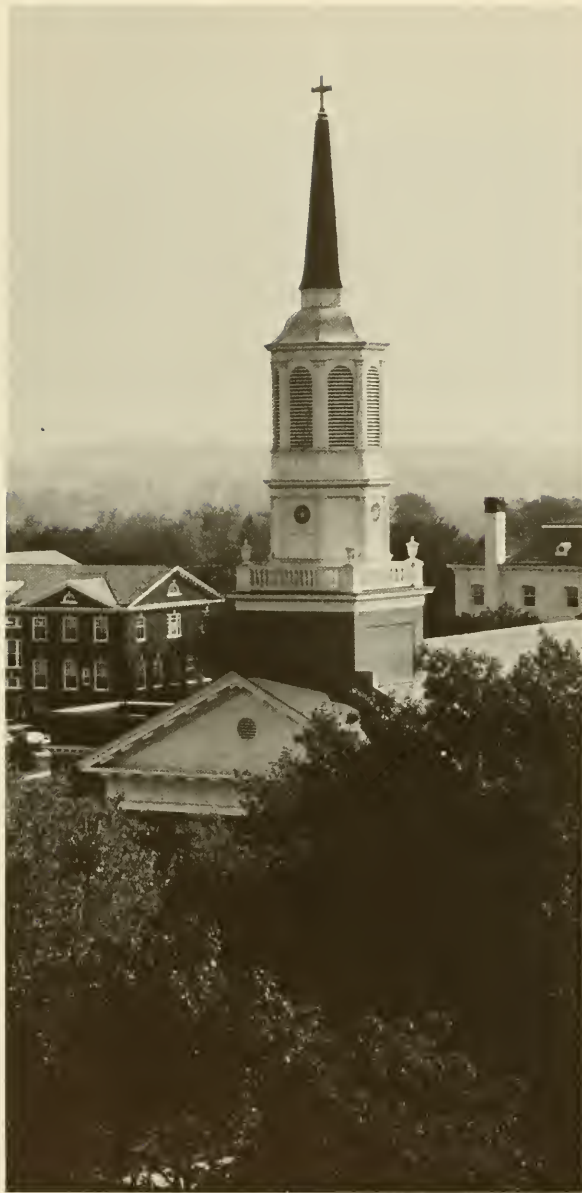
in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education. Consequently, the student who fails to support the objectives of the Gettysburg College community forfeits his right to continued membership in it. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he has paid.

At the beginning of each school year the Dean of Students issues an official *Summary of Regulations*, a statement of many of the academic and social rules in effect in the College. Since each student is responsible for observing these rules, each should become thoroughly familiar with this statement. Violations of social and conduct regulations are normally handled by the Student Conduct Board.

Before a student decides to apply for entrance into Gettysburg College, he should be aware of some of these rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Students. Some of these are listed below for the benefit of prospective students.

Alcohol Policy The College does not encourage the use of alcoholic beverages by students. Pennsylvania State Law provides that any person less than 21 years old who attempts to purchase, purchases, possesses, consumes, or transports any alcoholic beverage within Pennsylvania is subject to fine or imprisonment or both. The College expects the student to know and obey this law and its provisions. The College will not accept the responsibility for enforcing this law, but neither will the College in any way impede the legitimate efforts of the state to do so. Inappropriate behavior following the consumption of alcoholic beverages will be subject to disciplinary action by the College.

On-campus drinking is limited to residential living units, and to any other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.



Students are expected to conduct themselves in an appropriate manner at all times. Inappropriate behavior following consumption of alcoholic beverages—e.g., behavior which disturbs others, causes embarrassment, personal injury, or property damage, driving an automobile or motorcycle under the influence of alcohol, and any effort to induce or force a student to drink against his expressed desire—shall be considered serious offenses and will normally result in a minimum penalty of disciplinary probation.

Use of Drugs Illegal possession or use of drugs or narcotics by students constitutes unacceptable conduct and such students are subject to disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex in surroundings which are free from the usual public distractions. For this reason it supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude. Residence halls are one of the appropriate places for this activity.

In an effort to avoid conflict between the above mentioned rights and privileges, and in order to provide a reasonable security in College residences, the Residential Life Commission believes that visitation in private quarters of residence halls should normally be limited to weekends and special occasions. Thus, in College residences the normal visiting hours shall be:

Friday	12 noon—1 A.M.
evening	(2 A.M. on special weekends)
Saturday	12 noon—2 A.M.
Sunday	12 noon—12 midnight

Any living unit (residence hall floor, cottage, or fraternity) may further limit the “open” hours by a two-thirds majority vote of the residents. In addition to those hours specified above, visiting may take place in designated public areas of all men’s residences.

In the case of upperclass residences, there may be reason for permitting more extensive visiting privileges. Thus, by two-thirds majority secret ballot vote of all those in a living unit, any upperclass unit, and freshman units beginning with the spring term, may petition the Dean of Men or Women for regular weekday visiting hours. The closing of the upperclass women's residences (12 midnight) will be the latest hour for conclusion of such visiting privileges. Based upon the Dean of Men's or Women's estimate of the reasonableness of the request and the adequacy of enforcement procedures, such a request may be granted or denied. If granted, it may be rescinded at any time that, in the judgment of the appropriate dean, it is considered to have been abused, or at any time that the living unit, by simple majority vote, decides to revert to the regular institutional visiting hours or something more restrictive.

Residence hall counselors, head residents, fraternity executive committees, and house councils or governments share responsibility in the enforcement of the hours in effect in residences, much as these bodies presently share in the enforcement of other college- and dormitory-initiated regulations. Other College officials also have responsibility in the area of enforcement, and at the initiative of the Dean of Men or Women, the Student Conduct Board will hear cases involving violations. Enforcement responsibilities also include any infringement upon the rights of others, especially the right to privacy and reasonable quiet.

When a residence is scheduling a social event (as distinguished from merely open visitations), the usual petition for such is to be presented by the head of the organization to the Dean of Men or Women.

Other regulations for visitation privileges may be developed by WSG, or by the individual residences for their living units.

College Policy on Demonstrations and Dissent Events at Gettysburg in the recent past, as well as incidents on other campuses, suggest that the College's view toward student expressions of opinion should be distributed to all. The following statement is intended as a guide for demonstration and dissent on campus. The principles and proce-

dures outlined here are for the information of students.

Several principles basic to our College community are enumerated below and serve as a summary of the College's position concerning freedom of expression and dissent:

1. Free inquiry and expression are indispensable elements in the achievement of the goals of this academic community.

2. Responsible dissent is to be encouraged as one means of exposing errors in reasoning and procedures, and of discovering truth.

3. Any effort to limit freedom or openness in this academic community is a matter of serious concern and militates against the freedom of expression and the discovery of truth.

4. Thus, all members of the community are free to register, through orderly means, their point of view on any issue or decision. They are also expected to help guarantee the right of others to free movement about campus and free expression of their concerns.

In light of the above, the College would make clear to all students that any group or individual has the right to free expression and presentation of its, or his, point of view; no group or individual has the right to interfere with the movement or functions of other authorized persons and groups. Students must take upon themselves the responsibility for seeing that reasonable order and decorum are maintained in any demonstrations or counter-demonstrations. Where the interests of two groups come into conflict, it is the responsibility of these groups, working as necessary with the Dean of Students, to establish guidelines for their behavior.

The College has a responsibility to protect its guests (including employment recruiters) from mistreatment or danger, and expects student cooperation in exercising that responsibility. Since it is difficult to detail what the College's responsibilities would require of a given group in any particular situation, and because of the possible unforeseen consequences of demonstration activity, it would be helpful if groups or individuals planning demonstrations would inform the Dean of Students' Office of their plans before the event.

It must be understood that those who do not abide by specified limitations placed upon their activity, or who ignore generally accepted standards of conduct, are subject to disciplinary action. Such action would be taken through the agencies which normally handle discipline cases, namely the Student Conduct and Review Boards.

FACILITIES The Gettysburg College campus dates back to the construction of Pennsylvania Hall (Old Dorm) in 1837. The present 200-acre campus includes 40 buildings providing excellent facilities suitable for a modern academic community. In the maintenance and expansion of its campus facilities through the years, the College has been able to count on the loyalty and support of its alumni and the generous assistance of individual donors, churches, foundations, and the Women's League of Gettysburg College.

The Library The College Library includes three units: the Main Library (Schmucker Memorial) and two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. The total collection, including microforms, numbers over 200,000 items. In addition, 1,200 periodicals are on the current subscription list. Audio-visual holdings are extensive, and government documents are available.

Thorough acquaintance with *The Open Door*, the brochure which carries detailed information on effective use of the library, including special inter-library loan and photocopy services, is essential. The brochure is available to everyone in the library.

Academic Classrooms, Laboratories The major classroom building at Gettysburg is Glatfelter Hall, an imposing stone building erected in 1888 and distinguished by its tall clock tower. On the second floor is the Theatre Studio, a newly completed facility which offers multiple staging opportunities. McKnight Hall, dating to 1898, is the center for modern language study with a fully equipped language laboratory. Additional language facilities are housed in the Classics Building. The White House is now used by the Political Science Department for offices and some classroom space. Weidensall and Stahley Halls, built in



the 1920's, provide classrooms and offices for several academic departments. Brua Hall, constructed as a chapel in 1890, now serves the Music Department with studios, classrooms, and a recital hall. The Aerospace Studies and the Military Science Departments are housed in the West Building.

Breidenbaugh Science Hall, built in 1927, contains the lecture halls, classrooms, and laboratories of the Chemistry Department. Similar facilities for Physics were provided in 1961 with the completion of Masters Hall, which received the addition of the Hatter Planetarium in 1965. McCreary Hall, opened in 1969, provides modern facilities for the Departments of Biology, Psychology, and Sociology and Anthropology.

Computer, Observatory The Computer Center is located in a separately air-conditioned area in Glatfelter Hall. The Center contains an IBM 1130 computer system consisting of a three-disk central processing unit, a card read-punch, a line printer, a 30 inch plotter, a card sorter, card punches, and a paper tape reader.

The Computer Center was established to meet the ever increasing demands in education and research. The Center may be used by any student or faculty member, although priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

The Observatory, located at the northwest corner of the campus, houses a sixteen inch Cassegrain telescope on an asymmetrical three-quarter ton, equatorial mounting. Qualified students have the opportunity to pursue special studies in areas such as photoelectric photometry, astronomical photography, and astrometry. The principal research program is in the study of variable stars.

Athletic Facilities Eddie Plank Memorial Gymnasium includes facilities for the women's athletic program. The Henry T. Bream Physical Education Building, which is the center for the men's athletic program, provides a large court for the playing of all indoor sports and seating for 3,000 spectators. These structures were built in 1927 and 1962 respectively.

There are five athletic fields: a new combination field for football and track in Musselman Stadium; the baseball field located west of the stadium; the lacrosse and soccer fields; the intramural area, which contains tennis courts, soccer, softball, football, and hockey fields; and Memorial Field, adjacent to Plank Gymnasium, which is utilized by the women's hockey and lacrosse teams.

An olympic dimension swimming pool, located in the Student Union Building, is utilized by the varsity swimming team, and used for recreational swimming.

Administrative Offices Pennsylvania Hall, originally opened in 1837, has been completely renovated. It was rededicated October 24, 1970. It now provides modern offices and facilities for all the administrative staff.

The house at 300 Carlisle Street, formerly used as the on-campus residence of the President of the College and as the office of General Eisenhower, has been designated the Dwight David Eisenhower House and was dedicated October 14, 1970. It now houses the Admissions Offices.

A new residence for the President of the College was constructed on campus in 1967.

Living and Dining Facilities All women's residence halls, with the exception of several cottages, are grouped together on the northeast corner of the campus. Hanson, Huber, Musselman, and Patrick Halls form a quadrangle. Stevens Hall lies to the south of Huber Hall. Each of these units has attractive rooms for its residents, lounges and recreational rooms, and an apartment for the head resident. Two cottages are located near the Student Union Building, adjacent to the Dining Hall.

There are four residence halls for men. Stine, Rice, and Paul Halls form three sides of a quadrangle which includes Breidenbaugh Science Hall. Apple Hall is located west of the Student Union Building. Each of these dormitories provides residents with double rooms, a lounge, and tiled baths. All College residence halls have been erected since 1950, except for Huber Hall (1917) and Stevens Hall (1868). Christ Chapel, the College Dining Hall, the Student Union Building, and Sieber-Fisher Infirmary are located near the living area on campus, and were constructed in 1953, 1958, 1959, and 1960 respectively.

GETTYSBURG



ADMISSIONS, EXPENSES, AND FINANCIAL AID

ADMISSION POLICY Gettysburg College students come from a variety of backgrounds and secondary school programs. Gettysburg has a special interest in maintaining and broadening this variety. Consequently, the College welcomes applications from students from differing ethnic, religious, racial, economic, and geographic settings. The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff is obliged to give careful consideration to each application. Its decision is based on three categories of evidence described below. The College must be satisfied of the student's strength in all three areas.

Evidence of high academic attainment as indicated by the secondary school record

The College requires no fixed number of secondary school units for admission. It assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all applicants. One of the Achievement Tests must be in English Composition and the other two in subjects unrelated to each other. The tests may be taken as early as March of the junior year and no later than January of the senior year. Test results will be used in the admissions decision and in placement in College courses.

Evidence of personal qualities

The College seeks evidence that the applicant is a person of good moral character and social habits enabling him to contribute to the success of the College community. Such contributions should be appropriate to his talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE The student interested in Gettysburg College should submit an application during the fall of his senior year and no later than February 15. A nonrefundable fee of \$15 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music

or physical education should make his interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan The student with an excellent record through the junior year of secondary school, who has decided on Gettysburg College as the college of his first choice, may submit an application for Early Decision acceptance. This must be his only application and must be received by November 15 of the senior year. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant must take the Scholastic Aptitude Test and three Achievement Tests no later than July following the junior year. Students submitting applications for Early Decision who are not offered acceptance will be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students should present applications by February 15. Most offers of acceptance will be announced by April 1 after the receipt of November, December, or January Scholastic Aptitude Test and Achievement Test results and senior first-semester grades. College Entrance Examination Board Tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a non-refundable advance fee of \$100 is required to validate this offer of acceptance: Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his decision and pay his advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn his secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement tests of the College Entrance Examination Board. The student earning a score of 3 or higher on these tests may be given advanced credit or placement on the recommendation of the chairman of the department concerned after review of the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

ADMISSION OF TRANSFER STUDENTS A transfer student may be admitted at the beginning of any term. He must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He must be entitled to an honorable dismissal without academic or social probation from the college from which he transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires approximately a B average in previous college work for consideration for admission of transfer students. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College.

All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION AS A SPECIAL STUDENT A high school graduate, not a candidate for a degree, may apply for admission for one or more courses as a nonmatriculated student.

THE SUMMER SESSION The Gettysburg College Summer Session has been discontinued. Gettysburg College stu-

dents are encouraged to attend the summer sessions of the Central Pennsylvania Consortium Colleges, (Dickinson College and Franklin and Marshall College in the summer in 1971). These are Gettysburg College-approved programs. Grades as well as course credits are transferred to the student's Gettysburg College record.

COMPREHENSIVE ACADEMIC FEE PLAN Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. This fee covers normal academic expenses except for the following: books and supplies, a gym equipment fee for freshman and sophomore men, some private lessons in music, and optional off-campus courses in the January term.

The fee applies to each full time student: one taking three or four courses in the fall and spring terms and one course in the January term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$225.00 per course or \$60.00 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses within the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee (1971-72)	\$2,350
Board	
College Dining Hall	\$ 600
Room Rents	
Women's Dormitories	
Stevens Hall, Huber Hall	\$ 380
Hanson, Musselman, and Patrick Halls	\$ 430
Men's Dormitories	
Stine, Paul, Rice, and Apple Halls	\$ 430

Estimate of Total Expense for an Academic Year

	<i>Minimum</i>	<i>Liberal</i>
Comprehensive Academic Fee	\$2,350	\$2,350
Board	600	600
Dormitory Room	380	430
Books and Stationery	150	200
	<hr/>	<hr/>
	\$3,480	\$3,580

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

SPECIAL STUDENTS Any student who is not a candidate for a degree and who is enrolled in a program comprised of less than three courses in the fall or spring term will be charged at the rate of \$265.00 per course or \$65.00 per quarter course.

PAYMENT OF BILLS Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings: the first due and payable on September 1 and the second due and payable on January 1. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms. Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, Pa. 17325.

Of the advance payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first term bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damage.

Every continuing student in College is required to pay a fee of \$50 at spring registration. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after July 1.

No student will be permitted to be graduated, or receive

a transcript of record or statement of honorable dismissal until all financial obligations to the College and community have been met.

VETERANS ADMINISTRATION BENEFITS Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans Administration in accordance with the scale established by the law.

INSURED TUITION PAYMENT PLAN The Insured Tuition Payment Plan of Boston is a combination of a prepayment installment plan covering four years of college expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through Mr. Richard C. Knight, 6 St. James Avenue, Boston, Massachusetts. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

BOARD Junior and senior men and women and fraternity pledges and members may choose to take their meals off campus or be served in the snack bar or the Dining Hall on an individual meal basis. All other students must take their meals regularly in the College Dining Hall on a term basis.

RESIDENCE HALLS As far as accommodations will permit, all women and freshman and sophomore men must room in the College's residence halls. When the halls are filled, the Deans will set the procedure for off-campus housing.

Student rooms are furnished for each student with single beds and mattresses, dressers, chairs, and desks. Students provide their own pillows, bedding, spreads, and study lamps and window curtains. Students may, through the Gordon-Davis Linen Supply Co., rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the

rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of TV sets, cooking units, and refrigeration units is not permitted in student rooms.

REFUND POLICY Refunds of Comprehensive Academic Fee and room rentals will be made only in cases where the student is required to withdraw because of the student's serious illness or call by Selective Service and will be determined according to the following graduated scale based upon each half-year's billing. After the beginning of each half-year (the beginning of the Fall Term and the middle of the January Term):

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
Over five weeks	No refund

Board refunds will be prorated at the time of withdrawal for any reason and at any time approximately in proportion to the actual period in attendance.

INSURANCE There is available through a reputable, private agency a Student Health and Accident Insurance policy on a modest annual fee basis. Information and application forms are mailed to all students during the summer.

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

COLLEGE BOOKSTORE The Bookstore in the Student Union Building is operated by the College for the convenience of the students. Since it is operated on a cash basis, all students should be provided with \$125 to \$150 each year to purchase the necessary books and supplies.

TRANSCRIPTS Each student is permitted one free transcript of his full record upon graduation or withdrawal from College. Anyone desiring more than one must send his request to the Registrar and enclose payment of \$1 for each additional transcript requested.



STUDENT FINANCIAL AID Although the charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the moneys paid by a student or his parents still cover only a portion of the total cost of a student's education. In private institutions, the remainder comes from endowment income and from annual gifts from sources such as alumni, businesses, foundations, or churches. Thus it is accurate to say that all students receive financial aid in some form or another.

Gettysburg College recognizes the primary responsibility of the student and his parents to provide as much toward the total cost of the student's college years as possible. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his own earnings wherever possible, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from their own or their family resources. Access to such aid is considered a privilege, not a right. The qualifications for it are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student. The College participates in the College Scholarship Service and requires all applicants to file the Parents' Confidential Statement.

Financial aid is awarded by a faculty committee in the form of grants, loans, or a combination of these. Loans are of two kinds, those provided by the College and those available under the National Defense Student Loan program. Free grants need not be repaid, but the College

assumes their recipients have incurred an obligation and that they will subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others. Approximately one-fourth of the students receive financial assistance in some form.

All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen and his continuing financial need.

A new student seeking financial aid should present the Parents' Confidential Statement as soon as possible after applying for admission, but not later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and Career Counseling and should request his parents to complete this form. All Parents' Confidential Statements should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey. years on active duty. Army officers must serve two years.

There are work opportunities for a limited number of deserving students. A student seeking such employment, whether an entering student or one already enrolled, may apply to the Director of Financial Aid and Career Counseling. Also, each year some students take part-time work in the community. The Director of Financial Aid assists some students in securing such employment but takes no direct responsibility.

Rules governing all types of financial aid are stated in the *Summary of Regulations* published by the Dean of Students.

CETTYSBURG



ACADEMIC POLICIES AND PROGRAMS

A compilation of many of the more detailed academic rules of the College is to be found in the *Summary of Regulations* issued annually by the Dean of Students and available to all students.

THE HONOR SYSTEM An academic honor system was instituted at Gettysburg College in the fall of 1957. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

No student is admitted to Gettysburg College without first having signed a pledge promising to uphold the rules governing the honor system. Freshmen receive detailed information regarding these rules during the summer before they enroll. Needless to say, a person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

REGISTRATION By formally completing his registration, the student pledges to abide by College regulations.

Credit will be given only in courses for which the student is officially registered. The Registrar announces in advance



the time and place of formal registrations. Late registrants are penalized by a fine of \$5.00

CLASS ATTENDANCE Regular attendance at all classes for which he is registered is the responsibility of the student. Each student is accountable for all work missed because of absence from class. Instructors are under no obligation to make special arrangements for students who are absent without official excuse. Instructors may report the name of a student with excessive absences to the Dean of Students for warning. If a student incurs other absences after being warned, he may be dropped from the course with a failing grade.

All students are required to attend the last meeting of each of their courses before a vacation period and the first meeting of each following a vacation period.

TRANSFER CREDIT No credit will be given for courses taken in other colleges unless such courses have first been approved by the chairman of the department concerned and by the Dean of the College or Dean of Students. The Academic Standing Committee will make the translation to term course credit of the semester hours or other designation used elsewhere. Course credit may be transferred to Gettysburg if the grade earned is a C or better. Grades themselves are transferred only for work done in "Gettysburg College approved programs."

Students may normally transfer to Gettysburg only two courses. These regulations do not apply to transfer students, to students re-admitted, or to students who engage in approved off-campus programs.

ACADEMIC STANDING The Committee on Academic Standing normally reviews student records at the end of each term. When a student's record is found to be unsatisfactory or when he is failing to make satisfactory progress toward graduation, he may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he may be required to withdraw.

WITHDRAWAL A student who withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff. Failure to do so may jeopardize a student's opportunity for readmission to the College.

READMISSION A student who withdraws from the College in good standing, who is dropped for academic reasons, or who leaves for any other reason, must petition the Dean of Students for readmission. The petition will be reviewed by the appropriate committee on the basis of the student's past record, what he has done since leaving College, and his prospects of completing his undergraduate work.

THE GRADING SYSTEM Two grading systems are in effect at Gettysburg College. One system, A through F, is as follows: A (excellent); B (good); C (fair); D (poor); F (failing); I (incomplete); W (withdrew without penalty); WP (withdrew passing); and WF (withdrew failing).

The other system is Satisfactory /Unsatisfactory. An "S" signifies satisfactory work (A through C); a U signifies unsatisfactory work (D and F). A student may elect to take a total of six courses on an S/U basis during his four years at Gettysburg College, but no more than two S/U courses in any one year.

In successfully completing a course a student also earns a number of quality points. The following quality-point system is official: A, 4; B, 3; C, 2; D, 1; F, 0.

Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record and reproduced on all transcripts, but they are disregarded except in certain computations for honors.

An F, WF, and U remain on the permanent record and are reproduced on all transcripts. A student may repeat an elective course which he has failed only with the consent of the department concerned.

An I is used only when emergency situations, such as illness, prevent a student from completing the course requirements on time. An I not removed within the first six weeks of the beginning of the term following the one

in which it was incurred becomes an F unless the Committee on Academic Standing extends the time limit.

In the fall and spring terms, a student who withdraws from a course during the first three weeks receives a W. After the first three weeks he receives a WP if he was passing the course when he withdrew, or a WF if he was failing it. A student who withdraws from a course during the last five weeks of a term will receive a WF regardless of his standing in the course at the time. The January Term Catalogue has special regulations for withdrawals in that term.

SENIOR HONORS The following honors are awarded at the close of each academic year to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest academic average and who has been awarded Departmental Honors;
2. Salutatorian, to the senior with the second highest academic average and who has been awarded Departmental Honors;
3. Summa Cum Laude, to those seniors who have a quality point average of 3.75 or higher and who have been awarded Departmental Honors;
4. Magna Cum Laude, to those seniors who have a quality point average of 3.5 or higher and who have been awarded Departmental Honors; and
5. Cum Laude, to those seniors who have a quality point average of 3.30 or higher.

In addition to the above, Departmental Honors are awarded to graduating seniors upon recommendation of their major departments, and computations for them are not necessarily based on four years' performance at Gettysburg College. The Committee on Academic Standing may grant the honors of summa cum laude, magna cum laude, or cum laude to transfer students who have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and who have presented excellent transfer grades. Departmental Honors are award-

ed to transfer students on the same terms as to other students.

OTHER HONORS The names of those students who attain a quality point average of 3.5 or higher in the combined fall and January terms, or in the spring term are placed on the Dean's Honor List in recognition of their academic attainments.

CURRICULUM A curriculum by itself provides only an opportunity—or a coherent series of opportunities—for education. Before he achieves the liberal education which is his goal, the student must involve himself with that series of opportunities. The competence in individual disciplines, the breadth of understanding, the scope and power of critical judgment which a liberal education implies are the product of the student's willingness to involve himself with his opportunities and to make his own associations between the individual discipline of his choice and the breadth of the opportunities offered.

To aid the student in that involvement and to help him make those associations, Gettysburg College sets certain so-called "Distribution Requirements" to assure the broadest possible scope of opportunity and the most coherent set of associations possible for each individual. Against that background, the student can proceed toward the conventional major concentration. Recently, however, Gettysburg College increased the scope of opportunity for the student in the selection of a major. Special Major provisions make it possible, with the consent of two faculty members, to design interdisciplinary concentrations or sequences of courses to focus on particular problems or possible areas of investigation, which, though not adequately included within a single department or discipline are worthy of the effort. Thus the individual can tailor his education to his needs. The proportion of the courses taken by each student which can be devoted to complete elective selection is great enough to provide comfortable program flexibility as the student proceeds toward the degree. For most students, the degree is the Bachelor of Arts; in addition, some achieve the Bachelor of Science in Music Education.

The arrangement of the calendar of courses significant variation in the pace of presentation to add to the excitement generated by the courses themselves. Four-one-four is the shorthand phrase for the calendar arrangement in effect since September, 1969. The basic meaning of the phrase is that the courses taken by a student are grouped in three terms during the nine months of the academic year. From September until the beginning of the Christmas Recess, each student takes four courses, finishing his final examinations before he leaves the campus in mid-December. During the month of January, each student takes one course. Finally, from the middle of February until the end of May, each student completes another four-course term.

The focus of excitement in this arrangement tends to be the month-long, one-course January Term. There is good reason for this reputation. Each instructor (or, occasionally, a pair, a panel, or a team of instructors) teaches one course; each student takes one course. All of the time of the participants and all of their attention is focused on one effort. Quite frequently one student is engaged with one instructor in a tutorial "Independent Study" project. Usually the instructor uses this opportunity to concentrate on something not possible in the longer term. Usually the students become involved in the process of instruction through team research and concentrated seminar presentation. Quite a number of opportunities for off-campus study—domestic urban problems, archaeology in classical lands, foreign language and culture study—occur during this short term. A separate catalogue is issued for the January Term.

But there is excitement of a less obvious though perhaps more lasting quality which has begun to generate in the longer terms—both fall and spring. Some of the student's sense of involvement in his own education or his own self-instruction seems to permeate the regular terms from the January Term. Some of the discovery of new possibilities in old disciplines seems to echo in the faculty's treatment of their regular courses. It is for the value of both of these kinds of excitement and experience that all students must take a course in each of the four January Terms.

The basic requirement for graduation is that the student take 36 courses of which he must pass 35; four of these courses must be in the January Terms. Of each student's 35 courses, roughly one-third are devoted to the distribution requirements mentioned above.

Normally, the freshman year is the year in which Gettysburg students find their schedules most prescribed. Here the students begin or continue their study of foreign languages (unless they have shown by tests that they have reached a certain level of proficiency). Other distribution requirements such as those in religion, laboratory science, social science, or literature also occupy the wise freshman's time so that as he matures in his education he can avail himself of elective opportunities from among the almost 600 courses offered by nineteen academic departments—Art, Biology, Chemistry, Classics (both Greek and Latin), Economics and Business Administration, Education, English (including Speech and Theatre Arts), German and Russian, Health and Physical Education, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Romance Languages, and Sociology and Anthropology—and under such special groupings as Asian Studies, General Education, and Military and Air and Space Science.

Perhaps in response to the introduction provided by a course among the distribution requirements, or perhaps in pursuit of an interest of longer standing, the student begins to concentrate in a single discipline or in a single area usually in the sophomore year. In consultation with his major advisor, the student begins to plan the pattern of his upper class years. Typically, the sophomore student finishes his two-year physical education requirement.

Students majoring in the natural sciences usually begin their specialization earlier, in the freshman year, and follow a more closely prescribed sequence of courses than others do. The pre-medical, pre-dental, or pre-veterinary students will find themselves involved in planning their concentration requirements in the first year also. As a result, the first two years are, as a general rule, much taken up with distribution requirements and with the beginnings of the major.

In the last two years, the major will be the spine of



the student's course sequence. But the opportunity for free elective choice of courses is quite large. Normally, a third of every student's program is made up of freely elected courses. Indeed, the wider a student can range over the variety of disciplines in which courses are offered, the more satisfying the experience of a liberal education will be. That a student should be graduated without having taken courses in fields largely unknown to him, but in which he might have become usefully interested, is regrettable in the context of academic opportunity offered by the curriculum.

The substance of the curriculum is sound and comprehensive; the sequence of the 4-1-4 term arrangement is a source of excitement. But the key to the quality of Gettysburg's liberal education is the atmosphere of individual freedom and personal responsibility best symbolized by the Honor System, administered by the student body. The Honor Pledge, reiterated on all academic work submitted for grading, states that the student has neither given nor received unauthorized aid and that he has witnessed no such violation. But the implication of this statement is most important. With it, the students express their understanding that the Gettysburg College Community expects them

to face in mature fashion their academic responsibilities and to meet them with integrity and honesty without being policed by any other authority. This understanding is shared by the whole College community—faculty, students, administration—and the preservation of the atmosphere of independence permitted by the Honor System is the responsibility of the community as a whole.

Finally, the student must avail himself of the opportunity—the coherent sequence of opportunities—which the curriculum offers. As he chooses his distribution requirement courses, begins his major concentration, makes his choice of elective courses, he has always available an experienced faculty member to advise him. These advisers do not choose for him; rather they attempt to engage him with the curriculum so that the student may best involve himself in his own education. The ultimate goal is not what the student should be given: it is what the students gets. A liberal education—the competence in individual disciplines, the breadth of understanding, the scope and power of critical judgment—is not bestowed by the College. A liberal education is achieved by the student through his successful involvement with the opportunities provided by the College.



THE FACULTY When the student walks into his class for the first time, what sort of person will he find teaching that class? If the teacher is entitled to be called "Doctor," none will ask to be. If the student expects to be lectured to, he may be; and more likely he will be drawn into discussion, prodded into research and writing, and carefully accompanied through the intricacies of bibliography into awareness of the subject matter and competence and experience in the methods of the discipline.

Both the men and the women on the faculty are concerned primarily with their teaching tasks. They are here because teaching undergraduates is their thing. But like all adult humans (and, indeed, more intensely than most) these teachers have their particular interests as well. Modern film and antique film stand alongside Scandinavian saga and minor poets of the 18th century among certain members of the English Department. For one biology professor, paleontology and the history of science and technology take up his spare time. The periodicity of variable stars consumes much of the private effort and professional interest of a teacher of astronomy in the Physics Department. Another biologist has been watching the beginnings of a new ecology on the new volcanic islands forming near Iceland.

In his creative writing classes, the student will find a practicing and published poet. His art classes bring him into contact with accomplished artists—painter, print-maker, sculptor. And these people, typical of the group as a whole, will share these interests, indeed, are delighted to do so.

But perhaps more important, these men and women have the capacity and the patience to find and cultivate the interest of a student who may discover that interest at any time in any course.

To speak of individual faculty members is to present only one kind of impression. This sort of kaleidoscope varies with the student's continuing experience at the College. Something not so easy to capture is the function and effectiveness of the faculty as a whole. These are the people who, as far as the task of teaching goes, have the deepest interest in what happens at Gettysburg College.

The present faculty, for instance, is responsible for the design and implementation of the new four-one-four program which went into effect in September, 1969. Working together as a whole and in various groups, this faculty hammered out what is the essential tool for education at Gettysburg College, the curriculum. The faculty continues to keep an eye on this chief concern, continues to examine and, if the need arises, to revise, alter, even completely change the curriculum. The student will find that the faculty seeks his help in the task of maintaining an effective curriculum. The kind of adaptability which the faculty has carefully built into the curriculum becomes most effective when the students provide stimulus and sensible suggestion to respond to.

The effectiveness of the whole effort must be constantly assessed. Again the faculty is seeking means to involve the students in this kind of necessary evaluation. Indeed, an important opportunity which the curriculum offers the student is the outside-of-class opportunity to work with a concerned faculty on the task of undergraduate instruction.

A part of that student-faculty involvement is another aspect of curriculum design: that is the individual student's program. In his freshman year, the student will find himself one of a small group who share a faculty adviser. In his last three years, he will find an adviser among the faculty in the department (or departments) of his major concentration. Together, the student and the adviser will work out, carefully and comprehensively, each term's program and the program for the student's entire four years.

This kind of concern usually laps over into general advice, condolence, congratulation, or just plain conversation. The adviser, the student finds, can develop into something like a friend. Indeed, the entire faculty will join the whole student body on such occasions as the Moratorium discussions in April of 1969 or Symposium 70 in March of 1970 to argue, to discuss, to analyze, or to help absorb the arguments and explanations of a series of speakers who have come to the campus and departed.

The faculty, then, is the mine of riches which determines the quality of the College. In its varied group of interesting individuals, Gettysburg has those people who will be stim-

ulating teachers and satisfying colleagues. This stimulus and satisfaction extends even beyond the limits of classroom instruction and advising. Primarily interested in teaching, these people are nonetheless scholars. Faculty members write books, publish articles and reviews, and present papers, not because they have to in order to survive, but because they want to.

These are the men and women with whom the student can work to construct an effective education, once again firmly in the tradition of liberal arts and effectively in the present. But the word *work* is the key: the best faculty can't work without response from the students. If the student is justified in expecting good teachers, he is also obligated to provide, by his response and responsible effort, for stimulating classes.

THE ADVISING SYSTEM The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before he arrives on campus, each freshman is assigned a faculty adviser to assist in dealing with his academic and other questions.

During the first week of the fall term all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with their new home. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help the College in its effort to provide an education suited to each student's capacities.

During the year each freshman adviser arranges periodic meetings with his advisee to review his progress. He is available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, when a student should choose a major field of study, a member of the major department becomes his adviser and assists him in the preparation of his sophomore schedule. Until the student leaves College he normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all his schedules.

It is the responsibility of sophomores and upperclassmen to take the initiative in discussing their entire academic program with their advisers. It is their responsibility to view that program as a meaningful unit rather than as a collection of unrelated courses. As already indicated, the College encourages qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the language and other requirements of the graduate programs in which they are interested. They should know well in advance of graduation what they must do to qualify for fellowships and similar awards to help them financially in graduate school. Above all, they should know how important it is to build a superior undergraduate academic record.

A student wishing to change his major course of study must secure the approval of the department in which he is a major and the one in which he desires to major. Juniors and seniors making such a change should understand that they may be required to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

COURSE UNITS Academic programs are organized in term course units. A small number of quarter courses are offered in Music and Health and Physical Education. For transfer of credit to other institutions the College recommends the equation of one course with 3.5 semester hours.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS The Bachelor of Arts degree will be conferred upon the student who completes satisfactorily the following:



- 1) 35 courses, including four January terms, plus the required freshmen and sophomore program (4 quarter courses) in Health and Physical Education;
 - 2) the distribution requirements;
 - 3) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
 - 4) a minimum grade average of C and an average of C or better in the major field;
 - 5) a minimum of the last full year of academic work, including the senior January term, in residence at Gettysburg College or in an approved Gettysburg College program; and
 - 6) the discharge of all financial obligations to the College
- Students graduating in the classes of 1971 and 1972 may graduate under either the old or the new distribution requirements, but not a mixture of the two.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the following distribution requirements. Any one may be satisfied, with or without course credit, by students who can qualify for exemption (see page 48). To determine which of a department's courses may be used toward fulfilling a distribution requirement, see the department's listing under Courses of Study. For the designation of January course which may be used for the same purpose, see the January Term Catalogue. Note that some General Education courses may be used toward fulfilling requirements in history, philosophy, and religion or literature. English 101 (English Composition) should be scheduled by students needing additional training in that important skill, but it does not fulfill a distribution requirement.

- 1) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the intermediate (201, 202) courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one 300-level course.

- 2) Religion: 1 course, in addition to any course in that Department used in the next requirement.
- 3) History, philosophy, or religion: 2 courses, no more than one of which may be in religion.
- 4) Literature: 2 courses in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish literature.
- 5) Art, music, creative writing, or theatre arts: 1 course.
- 6) Laboratory science in biology, chemistry, or physics: 2 courses in one of these.
- 7) Social sciences: 2 courses in one or two of the following—economics, political science, psychology, or sociology and anthropology.

Major Requirements A major field of study consists of from 8 to 12 courses in that field, depending on the department, which may also designate specific courses for its majors to take. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College: art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

Elementary (101-102) courses in English and other languages are not included in computing hours for the major, nor are certain other courses which are designated as excluded.

No later than the beginning of the senior year, and with permission of the major adviser and the head of the other department concerned, a student may select a second major, which will be entered on his record if all the requirements of both departments are met.

A department may require its majors to pass a comprehensive examination.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS The normal College program provides that a student complete graduation requirements in four years of full time academic work in the September through May

academic year in residence at Gettysburg College. Students proposing to complete graduation requirements at a time other than May (in the summer, in December, or in January) must have their programs approved by the Academic Standing Committee, through the office of the Dean of Students. Such approval should be sought at least a year before proposed completion of requirements, and preferably earlier.

A full time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January term. No student who is a candidate for a degree may take fewer courses than this without permission of the Dean of the College or the Dean of Students.

The normal student program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Consequently in one fall or spring term during his four years residence the student may take three courses and still make normal progress toward graduation; this option need not be exercised. Since it is assumed that the 4-1-4 course schedule will occupy the available time of virtually all students, students may not take additional courses in any term without the approval of the Dean of the College or the Dean of Students, with the following exceptions:

The required activities courses in health and physical education, four quarter courses taken in sequence in the fall and spring terms of the freshmen and sophomore years, are routinely taken in addition to the normal four courses in each of these terms. These courses do not count toward the 35 courses graduation requirement.

Majors in health and physical education may routinely take one additional quarter course in activities in addition to the normal four course load in three terms of their junior and senior years.

Students may routinely take quarter courses in applied music over the four courses limit with the approval of their advisor and of the Music Department.

EXEMPTION FROM DEGREE REQUIREMENTS The College may recognize work on the college level completed by a student before entrance or on his own after entrance.

This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examinations (see page 34), or Achievement Tests of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDEPENDENT STUDY AND SEMINARS There are opportunities in most of the departments for students to engage in independent study, research, seminars, and directed reading. These opportunities are primarily for seniors, but juniors are sometimes eligible. With careful planning it is possible for most students to reduce their course load to provide the time necessary for these unusually demanding and stimulating activities. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

OFF-CAMPUS STUDY

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

During this period these students are brought into direct contact with source materials not generally accessible. They have the opportunity to interview members of Congress and the Supreme Court and officers of the executive departments and agencies concerning policies, procedures, and problems of government. In addition to regular courses, students attend seminars and undertake individual research projects in some major area of interest.

The Washington Semester should be taken either in part of the junior year or at the beginning of the senior year.

To qualify, a student must have completed at least one course in political science, have an average of B or better, and clearly demonstrate ability to work on his own initiative. Most participants are majoring in political science, history, sociology, and economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

Junior Year Abroad Qualified students may apply for permission to spend their junior year abroad. Arrangements can be made with one of the many regularly organized programs of study in Europe, Latin America, or elsewhere. The Associate Dean of the College maintains a file of information on these programs. During the first term of their sophomore year, interested students should discuss with their advisers how a junior year abroad would relate to their entire academic program. Also, they should discuss with the Associate Dean the procedures by which College approval of a junior year abroad may be obtained.

Seminar in the Culture of Japan Gettysburg College joins four other colleges (Augustana, Gustavus Adolphus, Muhlenberg, and Wittenberg) and the Board of College Education and Church Vocations of the Lutheran Church in America in sponsoring a summer seminar in which two course credits may be earned. Approximately 25 students and 10 faculty members spend six weeks in Japan and two in Taiwan studying Japanese culture through the combined perspectives of geography, history, art, religion, economics, and political science. Lectures are given by both American and Japanese professors. For two weeks each student works on an independent study project. Scholarship aid is available. For fees and further information, consult the Dean of the College.

India Studies Program Gettysburg College, in conjunction with the other colleges of the Central Pennsylvania Consortium (Dickinson, Franklin and Marshall, and Wilson), sponsors a fall program at the University of Mysore in India. Students attending this course may earn academic credit for a full term, concentrating in areas such as language, art, music, and dance. Independent study and course work

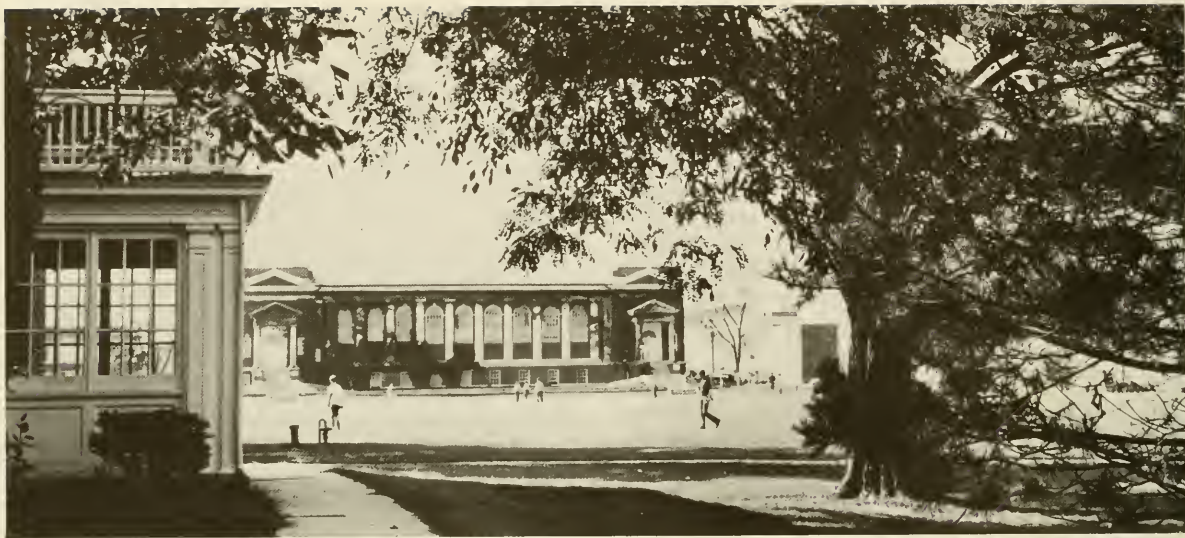
with professors at the University of Mysore will also be arranged. Students will be in India from mid-August to mid-December, studying and traveling. For fees and further information, consult the Dean of the College.

Asian Studies at the University of Pennsylvania With permission, superior students with a strong pre-professional interest in Asian studies may arrange to begin the study of an Asian language during the summer following their junior year at an off-campus language institute. They may then take their senior year at the University of Pennsylvania doing advanced work in Asian and other studies and transfer the credit toward a Gettysburg degree. Tuition is paid to the University. For further information, consult the Dean of the College.

January Term Such off-campus study opportunities as social service internships in Harrisburg, Pennsylvania and Wilmington, Delaware and with state agencies in Massachusetts, medical hospital internship experiences in Harrisburg and York, Pennsylvania, a group studying contemporary theatre in London, another studying art in Florence and a third surveying archeological sites in Greece, are offered as individual study and research and as group study.

The Harrisburg Urban Semester (THUS) Through the Central Pennsylvania Consortium Gettysburg College offers two full terms of study per year in Pennsylvania's capital city. Students enrolled in THUS earn a full term's academic credit while living in Harrisburg and participating in a variety of academic, socio-cultural, and internship experiences. While originally designed primarily for students in the social sciences and in education, THUS has also proved to be of value to students in a wide variety of academic disciplines. Students may apply through the Office of the Dean of the College for admission to THUS, or to the College's own January Term program in Harrisburg, or both.

TEACHER EDUCATION PROGRAMS Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical



education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his choice. He fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him to teach in the public schools of the Commonwealth.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one or more of the following "approved programs" for secondary certification: biology, chemistry, physics, mathematics, mathematics and physics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. The student must obtain a copy of the approved program for his area of interest from the chairman of his major department or from the Education Department. It is imperative that the student complete an approved program which will, in most cases, closely parallel the requirements in his major. In

comprehensive social studies, and mathematics and physics early planning of the program is especially necessary.

The student preparing to teach in the secondary schools should schedule Education 101 (or 11) in the junior year. For the senior year the student, in consultation with his major department, will select either the fall or spring term as his Education Term. The following program constitutes the Education Term:

Education 303 Educational Purposes, Methods and Educational Media—Secondary

Education 304 Techniques of Teaching and Curriculum of Secondary (Biology, English, Etc.)

Education 403-404 Student Teaching—Secondary

The Education Term provides an opportunity for the student to concentrate on academic subjects in the junior year. It also permits him to devote a term to an integration of theory with actual practice in public school classrooms and to engage in uninterrupted student teaching for the entire day.

The student seeking admission to the secondary education program must file an application with the Education Department by February 20 of the junior year. Admission to the program is granted by the Committee on Teacher

Education, a body composed of faculty from each department having students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his major department. The guidelines for evaluating a student's academic achievement are a cumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, Maryland, New York, New Jersey, and other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and both (1) Psychology 226 and (2) Biology 101, 102 or Health and Physical Education 211. A student desiring certification in science in New York State must have a major in one of the three basic sciences and a full year laboratory course in each of the remaining ones.

Students desiring experience in teaching in an urban situation may plan to take their Education Term in The Harrisburg Urban Semester (THUS). In selecting this alternative the student will reside in Harrisburg for the entire term and pursue a course dealing with the problems of inner city. Please consult with the Chairman of the Education Department for further details.

The Pennsylvania Department of Education has granted program approval to those secondary certification areas listed as "approved programs."

Students in the program leading to certification in secondary education may not present more than six courses in Education toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal studies and complete an academic major, thus

qualifying for the Bachelor of Arts degree. The elementary education student may major in biology, English, French, German, Spanish, health and physical education, history, mathematics, music, political science, psychology, or sociology.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh in the Education Department no later than the fall term of the sophomore year in order to work out a program of study.

The prospective elementary teacher should schedule Psychology 101 or 103 during the freshmen year if possible. Education 101 and Mathematics J18 are taken during the sophomore year. Psychology 225 should be scheduled during either the sophomore or junior year. The junior year schedule should include Education 306, J37, and 331.

In either the fall or spring term of the senior year the student must schedule the Education Term. This consists of student teaching for nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he completes two courses on campus: Education 309 and 334.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education. Such a reciprocity agreement currently operates among the New England states, New York, New Jersey, Pennsylvania, Maryland, and Delaware.

Students in the program leading to certification in elementary education may not present more than eight courses in education toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This program requires successful completion of the following:

- 1) 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.



- 2) Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.
- 3) 11 courses in Music, as follows:
 - Music Theory
 - Music 141 (Sightsinging & Dictation)
 - Music 305 (Orchestration)
 - Music 322 (Form and Analysis)
 - Music History and Literature
 - Music J15 (Introduction to Music Literature)
 - Music 312, 313, 314 (Music History)
 - Conducting
 - Music 205 (Choral and Instrumental Conducting)
- 4) 5 courses in Music Education, as follows:
 - Music J22 (Principles and Procedures of Teaching Music in Elementary School)
 - Music 221 (Junior and Senior High School Methods)
 - Music 351-352-353 (Student Teaching)
- 5) Distribution requirements as for the Bachelor of Arts degree:
 - 13 courses maximum
- 6) Electives and Certification Requirements:
 - Education 309 or J39 (Social, Historical, and Comparative Education)
 - Education 101 or J11 (Educational Psychology)
 - Plus a minimum of 3 other electives
- 7) 3 to 5 courses (12 to 20 quarter courses) in applied music: these courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in
 - Major instrument—8 quarter courses
 - Piano—Approximately 4 quarter courses
 - Voice—2 quarter courses
 - Instrumental Techniques—6 quarter courses
- 8) The student must participate for four years in an authorized musical group and present a recital in the senior year

- 9) The other requirements for the Bachelor of Arts degree (see p. 47) concerning comprehensives, minimum grade average, senior year, and financial obligations

The student in this program should consult with the Music Department as early as possible in his freshman year to arrange his four year program. In his freshman year he should schedule Music 141, J15, 202; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in history, philosophy, and religion; and a literature course. In his sophomore year he should schedule Music 251, 302, and 312; two terms of a laboratory science; at least one course to fill a remaining distribution requirement and complete the foreign language requirement if that has not been done earlier. In his junior year he should schedule Music 305, 205, J22, 313, 314, and 322; Education 101; and complete any remaining distribution requirements. In his senior year he should schedule Education 309 in the fall or J39 in January; and his Education Term (Music 221, 351-352-353) in the spring term. In each fall and spring term he should schedule applied music.

PROFESSIONAL STUDIES

Premedical Studies Premedical and predental students should plan their program of studies carefully with their advisers. A strong program in the sciences is required, though a science major is not necessary. Students should take as many electives as possible in the humanities and social sciences. Students with less than a B average now have difficulty gaining admission to medical school.

Prelaw Preparation The Association of American Law Schools recommends that the student planning a career in law concentrate on developing his capacities to think and express himself clearly, qualities which, it observes, are not the "monopoly of any one subject-matter area, department, or division."

COOPERATIVE PROGRAM IN FORESTRY This program is offered in cooperation with the School of Forestry of Duke University. The student spends three years in residence at Gettysburg and an additional two and one-half years at Duke. Upon successful completion of one year

at Duke, he will have earned the Bachelor of Arts degree from Gettysburg College, and upon successfully completing the remaining terms, the Master of Forestry or Master of Science degree from Duke University.

Candidates for the program should indicate to the Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. No application need be made to the School of Forestry before that time.

There is no rigid curricular requirement for the three years at Gettysburg College. The student should select his courses each year in consultation with his adviser who is a member of the Biology Department. His program should include Biology 101, 102 and an appropriate mathematics course during the freshman year, Chemistry 101, 102, Economics 101-102 and a foreign language during the sophomore year, and Physics 103, 104, Biology 215 or 216 or both, a foreign language or English Literature, and art or music during the junior year.

The student devotes the last two years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry.

RESERVE OFFICERS TRAINING CORPS PROGRAM

Gettysburg College students may enroll in the Army or Air Force Reserve Officers Training Corps programs, and be commissioned as a Second Lieutenant upon graduation. Students participating in either program are deferred from induction into military service as undergraduates and may be deferred from call to active duty if they are accepted for graduate study.

Male students (and female students for the Air Force ROTC programs during the fall term of their sophomore year. All applicants who are selected must attend a six-week field training camp between their sophomore and junior years. Army ROTC Cadets attend an additional camp between their junior and senior years. All cadets are paid a monthly subsistence allowance until graduation. Air Force officers must serve four years on active duty. Army officers must serve two years.

GETTYSBURG



COURSES OF STUDY

This section contains the courses currently planned for the fall and spring terms. Courses numbered in the 100's are a department's first or introductory courses. Those numbered in the 200's are a department's intermediate courses, and those numbered in the 300's are a department's advanced courses, designed primarily for upper-classmen. Courses in the 400's are normally open to seniors as follows: 401 to 450, Advanced Seminars; 451, Independent Studies or Research; 455, Senior Thesis.

Odd-numbered courses are generally given in the fall term and even-numbered courses in the spring term. Term courses which are offered both terms are identified in the course description. Linked courses running through both fall and spring terms are indicated by an odd and an even number, joined by a comma or a hyphen. Two-term courses in which successful completion of the first course is a prerequisite for the second are indicated by a hyphen between the numbers (for example 101-102). Students should ask the department offering the courses whether credit will be given for the partial completion of a hyphenated sequence. Two-term courses in which the second course may be taken without the first are indicated by a comma (for example 101, 102).

A small number of January Term courses which are required of students in certain programs are also listed and indicated by a J prefix (for example, J27).

The Dean of the College issues an annual Announcement of Courses which lists the courses to be offered in the fall and spring terms in the following year, and the time and place scheduled for each section. Most courses meet three times a week. Students should consult this



announcement when preparing their schedules.

Almost all courses carry one course credit. A small number of courses in applied music and in activities in health and physical education are identified as carrying one-quarter course credit.

In October there is a separate Announcement of January Term Courses for the academic year, with course descriptions and regulations unique to the January Term.

The College reserves the right to withdraw any course announced herein, to alter the term for which it is announced, and to add additional courses.



ART

*Professors Qually (Chairman) and Annis
Instructor Daborn*

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the life of forms around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him a foundation for graduate or professional study leading to careers in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses.

Any course in art history may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Requirements for majors concentrating in the history of

art: a minimum of nine art history courses selected by the student, in consultation with his adviser, which will meet his projected needs and which the Department considers to be a coherent pattern of studies; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio: Art 121, 122, and introductory courses in painting, printmaking, and sculpture; advanced courses in at least two of these disciplines and a minimum of four courses in art history. The student is encouraged to take additional courses in the discipline of his special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121, 122 in the freshman year. Students intending to concentrate in the history of art should take Art 101, 102 in the freshman year.

Because of graduate school requirements and the extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

It should be recognized that the success of this curriculum depends, in part, upon frequent consultation and careful advising.

An expanding collection of more than 28,000 color slides supports the teaching of art history and studio classes. Students also have available a corresponding collection of opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

A comprehensive examination, or its equivalent, will be required of concentrators in the history of art in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio concentrators there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

HISTORY OF ART

101, 102 Ideas and Events Behind the Arts*Miss Daborn*

An introductory study of the major ideas in Western culture in terms of their influence on the course of the visual arts from Classical Greece to our own time; and an examination of the social, political, even natural events which have had either a temporary or profound effect upon the character, style, and function of art. An understanding of the contextual role of art as well as the significance of the individual work of art is the intended goal.

203 Italian Painting 1300-1600*Mr. Qually*

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical, and social changes and in response to changing concepts of space. (A thorough understanding of spacial solutions in the Renaissance is necessary for an understanding of Baroque space and necessary for an understanding of the reaction against Renaissance space in the late nineteenth century.) Lectures supported by color slides also provide an introduction to the understanding of visual form. Alternate years.

205 Northern European Painting 1400-1700*Mr. Qually*

A study of painting in the Netherlands and Germany from VanEyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternate years or January Terms.

206 European Painting 1700-1900*Mr. Qually*

Some attention to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to changes in the social, scientific, and philosophical structure. Examination in depth of new directions in visual form, space, and expression in the paintings of Manet, Monet, Cezanne, Van Gogh, Gauguin, and Munch.

207 History of Architecture and Sculpture*Mr. Annis*

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture. Alternate years.

208 History of Modern Architecture*Mr. Annis*

A study of the development and character of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years.

216 History of Modern Sculpture*Mr. Annis*

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years.

219 American Painting*Miss Daborn*

A survey of American painting from the Colonial Period to the early 1900's, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

310 Twentieth Century European Painting*Miss Daborn*

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Prerequisite for art history majors: Art 206.

320 Painting in America since 1900*Miss Daborn*

The course begins with a consideration of American responses to twentieth century European movements. Emphasis is placed on the period since 1945, a time in which the relationship of painting to other modes of art and technological and social changes becomes particularly important in such movements as Pop, Op, Happenings, Minimal, and Funk.

330 Urban Design*Mr. Annis*

A study of city planning and urban realities since the Industrial Revolution. An analysis of the evolving city as the visual embodiment of concurrent social, political, and economic theories, with emphasis on the influence of the urbanist architect in shaping the contemporary urban environment. Alternate years.

402 Senior Seminar in Art History*Miss Daborn*

A study of critical problems in art history and a penetration into aesthetic aspects of the visual arts beyond that permitted by the normal courses in the history of art. The exact structure of the courses will be determined by the needs of the students enrolled. Not offered each year.



Studio Courses The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize; and integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses in order to relate theory and practice.

The Department has presses for relief, surface, and intaglio printing as well as welding equipment and a foundry for sculpture.

The Department reserves the right to keep selected student work permanently.



121, 122 Drawing and Design

Mr. Qually

An introductory course. In the fall term, drawing from nature and controlled studio problems. In the spring term, the human figure, nude and clothed, or perceptual and conceptual problems in design. Experience in a wide range of media is encouraged.

127, 128 Painting

Mr. Qually

Intended as an introductory course for non-majors and as an extension of drawing and design for majors. Experience in abstract problems, still life, and landscape. Accompanying lectures in theory with historical references by means of slides and opaque color reproductions. Designed to sharpen the student's visual responses and to increase his understanding of visual form as organized structure and personal expression. *Prerequisite for studio majors:* Art 121, 122.

131, 132 Printmaking

Mr. Annis

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite for studio majors:* Art 121, 122.

135, 136 Sculpture

Mr. Annis

The beginning student is acquainted with the problems of three-dimensional form through the use of a variety of media and techniques. Projects in clay modeling and casting in both permanent and impermanent materials, wood and stone carving, and welding. Correlated lectures develop theories of mass, volume, and spatial organizations as expressed in past periods and contemporary art.

221, 222 Advanced Drawing

Mr. Qually

A continuation of Art 121, 122, involves problems in composition and study of the human figure. *Prerequisite:* Art 121, 122.

227, 228 Advanced Painting

Mr. Qually

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisite:* Art 127, 128.

231, 232 Advanced Printmaking

Mr. Annis

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite:* Art 131, 132.

235, 236 Advanced Sculpture

Mr. Annis

Emphasis is placed on independent projects in various media: terra cotta, bronze and aluminium casting, welded metal sculpture, and carving in wood and stone. *Prerequisite:* Art 135, 136

451 Independent Study

Staff

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.



ASIAN STUDIES

The richness of Asian culture, the alternatives to Western viewpoints which it affords, as well as Asia's importance in world affairs, command the attention of the educated man. Courses dealing with Asia perform several functions in the curriculum of the liberal arts college: they are essential to many academic disciplines; they furnish an important subject matter in their own right; and they may lead a student to specialized work in Asian studies. Encouraging an interdisciplinary approach, an Asian Studies Committee fosters these interests at the College.

For students wishing a sound introduction to Asia as part of the liberal arts curriculum, any of the courses listed may be elected. All Asian studies courses listed here fulfill various distribution requirements.

For students wishing to prepare for advanced work in Asian studies, the following course combinations are suggested along with off-campus language study and, for South Asia, the semester in India:

- 1) An introduction to South Asia including Civilization of India, History of Indian Art (January Term), Religions of South Asia, and Asian Governments.
- 2) An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia, Asian Governments, and Modern China.
- 3) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
- 4) Any two-term sequence of courses in Asian studies taken at Gettysburg followed by a junior year at Princeton University, spent in concentrated language and area studies in the Cooperative Undergraduate Program for Critical Languages.

Gettysburg participates in a number of consortium arrangements whereby students may engage with full academic credit in a summer seminar in Japan, a summer and a fall semester in India, the Princeton University and the University of Pennsylvania programs mentioned above. (Off-campus language study is available at NDFL-designated centers.) Interested students should consult the Dean of the College or members of the Asian Studies Committee concerning these off-campus opportunities which are described more fully elsewhere in the catalogue under Off-campus Study. Students should also consult the January Term Catalogue for additional offerings in Asian studies. It is possible to do a special major with concentration on Asia.

G. E. 227, 228 The Civilization of India

Mrs. Gemmill, Mr. Annis

History 221, 222 History of East Asia

Mr. Stemen

History 321 Modern China

Mr. Stemen

Political Science 202 Asian Governments

Mr. Boenau

Religion 241 Religions of South Asia

Mr. Dunkelberger

Religion 242 Religions of East Asia and West Asia

Mr. Hammann



BIOLOGY

Professors Barnes and W. C. Darrah
Associate Professors Beach (Chairman)
and Cavaliere

Assistant Professors H. H. Darrah, Hendrix,
Logan, Schroeder and Winkelmann
Assistants

The courses of the Department of Biology have been designed to provide a foundation in basic biological concepts and principles and also to provide the background necessary for graduate study in biology, medicine, dentistry, and forestry, and for laboratory technology and other professional biological fields.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Biology 403: (Independent study) and any January Term course unless otherwise designated. Beyond General Biology there are no specific courses required for the major. Moreover, because of the unstructured nature of biology, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Whatever the goal, it is expected that students will have at least one course in the areas of

botany, genetics, physiology, and zoology. Specialization at the expense of breadth is discouraged, and in consultation with his advisor the student should construct a balanced curriculum.

At least one year of chemistry is required of all majors in biology. This requirement may be satisfied with either Chemistry 101, 102 or Chemistry 111, 112. Organic chemistry is necessary for admission to graduate and professional schools. The student should understand that Chemistry 111, 112 is prerequisite for additional course work in chemistry.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of trigonometry, advanced algebra, analytic geometry, and an introduction to calculus; these topics are generally covered in fourth year high school mathematics. Any deficiency should be rectified with Mathematics 107, 108 (Finite Mathematics and Calculus), Mathematics 110, 111 (Analysis and Beginning Calculus) or Mathematics 111 (Beginning Calculus).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January course designated for this purpose.

101, 102 General Biology

Staff

An introduction to biological principles and concepts. First term: structure and function of cells, genetics, development, ecology, and mechanism in evolution. Second term: functional morphology of organisms, behavior, evolution, and phylogeny. Three class hours and three laboratory hours.

201 Comparative Anatomy of Vertebrates

Mr. Winkelmann

Detailed examination of the origins, structure, and functions of the principal organs of vertebrates. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Prerequisite:* Biology 101, 102. Three class hours and six laboratory hours.

205 Principles of Genetics

Mr. Beach

The fundamental principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.

- 207 Microtechniques and Histochemistry** Mrs. Darrah
Fundamentals of microscopy, preparation of biological materials for microscopic investigation; practice in basic techniques, especially paraffin, nitrocellulose, and freezing including histochemical methods used to locate and measure substances and activities in tissues, cells, and organelles. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours. Repeated in the spring term.
- 214 Protistan Biology** Miss Logan
Cellular and subcellular organization in viruses, bacteria, protozoans, algae, fungi, and lichens; culture techniques, reproduction, physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.
- 216 Biology of the Embryophytes** Mr. Darrah
A synopsis of the bryophytes and tracheophytes with emphasis on the comparative morphology, adaptive diversity, and phylogeny of the groups. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.
- 224 Plant Growth, Form and Function** Mr. Cavaliere
The physiology of growth and development in vascular plants; the relationship between form and function in plant systems; plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, general metabolic pathways. *Prerequisite:* Biology 101, 102. Two class hours and two three-hour laboratory periods.
- 227 Biology of the Fungi** Mr. Cavaliere
Organization on the cellular and subcellular levels; culture techniques, morphology, physiology, genetic systems, reproduction and ecology; the relationship of fungi to human affairs—plant pathology, medical, economic and industrial mycology. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.
- 306 Ecology** Mr. Beach
The study of the principles of ecology, with emphasis on the role of chemical, physical and biological factors affecting the distribution and succession of plant and animal populations and communities. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.
- 314 Histology-Cytology** Mr. Schroeder
The structural organization of cells with special reference to the functional architecture of organelles; the cellular organization of tissues and organs and the relationship of structure to function. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.
- 321 Biology of Development** Mr. Barnes
A survey of the levels of biological development, molecular, cellular, and organismic. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.
- 323 Parasitology** Mr. Hendrix
An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of the major groups of animal parasites. *Prerequisite:* Biology 101, 102. Three class hours and three laboratory hours.
- 324 Vertebrate Zoology** Mr. Winkelmann
The classification, evolution, and natural history of vertebrates, including a survey of the taxonomy and behavior of the local vertebrate fauna. *Prerequisite:* Biology 201 or the consent of the instructor. Six hours a week in class, laboratory, and field work.
- 327 Invertebrate Zoology** Mr. Barnes
The biology of the invertebrate phyla, with special emphasis on adaptive morphology and physiology and on phylogeny. *Prerequisite:* Biology 101, 102. Six hours a week in class-laboratory work.
- 330 General Microbiology** Mr. Hendrix
The biology and economic importance of microorganisms: viruses, fungi, and especially bacteria. *Prerequisite:* Biology 101, 102. Two or three class hours and two two-hours laboratory periods.
- 339 Cellular Physiology** Miss Logan
A study of plant and animal cell functions; growth and reproduction on the cellular level; photosynthesis and respiration; cellular functions of plant and animal hormones; carbohydrate, lipid and nitrogen metabolism. *Prerequisites:* Biology 101, 102 and Chemistry 101, 102 or 111, 112. Three class hours and three laboratory hours.
- 340 Animal Physiology** Mr. Schroeder
An introduction to the principles of animal function. Vertebrates are emphasized as examples but other groups are considered from the comparative aspect. A significant block of time (3-7 hours per week) is spent in the laboratory which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Biology 101, 102; Chemistry 111, 112 or 101, 102. Three class hours and laboratory
- 351 Geobiology** Mr. Darrah
The geological processes influencing the evolution and distribution of communities and population of organisms, geological time scales, and biostratigraphy. Fossil organisms; the materials and methods of paleontology. Post-Pleistocene changes in the distribution of existing organisms. *Prerequisites:* Biology 101, 102; at least one additional course in botany or zoology. Three class hours and three laboratory hours.
- 403, 404 Independent Study**
Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of Independent Study. Offered to seniors whose academic record in the major is superior. Only one course in Independent Study may be taken by a student. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day. Repeated in the spring term.



CHEMISTRY

Professors Rowland (Chairman), Schildknecht, and Weiland

Associate Professor Fortnum

Assistant Professor Parker

Assistant Instructor Jackson

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. Progress in the discipline has antiquated the practice of studying chemistry by rote accumulation of facts and has led to a process of meaningful interpretation of chemical phenomena based upon well-founded theories and sound experimental evidence. The courses offered by the Department utilize lectures, discussions, library work, and laboratory investigations in order to emphasize the concepts that underlie the topics covered.

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, 321, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual stu-

dent. Physics 111 and 112 and mathematics courses through the level of calculus are required of all chemistry majors. Majors fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in a seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.

Any two chemistry courses with laboratory may be used to satisfy the distribution requirement in laboratory science, but the two cannot be both Chemistry 101 and 111 or both Chemistry 102 and 112. Chemistry 101 may be followed by 112 in the January term and together fulfill the distribution requirement.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Independent study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During his senior year the major may elect Chemistry 452, a research course in which he can utilize his knowledge and creativity extensively.

The department's library and its laboratory facilities are at the disposal of all students enrolled in chemistry courses. Numerous lectures, seminars, and coffee hours are sponsored by the Department. These often involve resource persons from universities, industries, and medical schools and are designed to complement the curricular activities of the Department. Many qualified upperclassmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after being graduated are varied, although most enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and numerous other positions.

101 General Chemistry*Mr. Parker and Mrs. Jackson*

Designed for students who plan to take only two courses in chemistry and have very little or no previous knowledge of the subject. The lectures deal with the application of chemical principles through the solving of problems. The laboratory includes both problem sessions and qualitative and quantitative experiments which reinforce principles discussed in lecture. Three lecture hours and one laboratory afternoon.

102 General Chemistry*Mr. Parker and Mrs. Jackson*

Chemical equilibrium, descriptive inorganic chemistry, radiochemistry, and elementary concepts of organic chemistry are among the subjects discussed. Topics will be covered which relate directly to current scientific problems of our civilization. Laboratories include problem sessions, quantitative experiments, and inorganic qualitative analysis. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

111 Fundamentals of Chemistry*Mr. Rowland, Mrs. Jackson, and others*

An introduction to current thoughts and practices in chemistry. Lectures deal with various theories of bonding, symmetry, and geometry in chemical species, stoichiometric relationships, properties of solutions, elementary thermodynamics, and kinetics and mechanisms of reactions. The laboratory work covers quantitative relationships by employing titrimetric, gravimetric, and some simple spectrophotometric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

112 Fundamentals of Chemistry*Mr. Rowland, Mrs. Jackson, and others*

Chemical equilibrium and electrochemistry are discussed in detail on the basis of kinetic and thermodynamic phenomena covered in Chemistry 111. Electromagnetic radiation and crystal field and other theories of complex formation are studied in order to lead into certain aspects of molecular geometry. Laboratory work includes qualitative inorganic cation analysis, the kinetics of certain reactions, and the application of various chromatographic and instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

112A Fundamentals of Chemistry*Mr. Parker and Mrs. Jackson*

Designed as an honors seminar for the more capable first-year chemistry students. Chemical equilibrium electrochemistry and crystal field theory are among the topics discussed. Laboratory includes qualitative analysis and the application of instrumental procedures to the analysis of systems. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisite:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

203 Organic Chemistry*Mr. Schildknecht*

Fundamentals of the chemistry of the compounds of carbon. The naming, preparation, properties, and reactions of the more important types of open-chain, cyclic, as well as polymeric compounds are studied with emphasis upon functional groups. Theories of reactivity, reaction mechanisms, and stereochemistry are discussed. Laboratory work includes syntheses, separations, and

identifications. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours and one laboratory afternoon.

204 Organic Chemistry*Mr. Schildknecht*

Fundamentals of chemistry are applied to the study of nitrogen-containing carbon compounds, aromatic compounds, and complex molecules such as carbohydrates, proteins, dyes, drugs, and other polyfunctional substances important in life sciences. Laboratory work includes multi-step syntheses, layer chromatography, optical properties of molecules, and research projects. *Prerequisite:* Chemistry 203. Three lecture hours and one laboratory afternoon.

212 Chemical Applications of Spectroscopy*Messrs. Fortnum, Parker, and Rowland and Mrs. Jackson*

The theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the construction and operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of compounds. Lecture work will normally be supplemented by films on various facets of spectroscopy. Enrollment may be limited. *Prerequisite:* Chemistry 203.

205 Physical Chemistry*Mr. Fortnum*

The principles of thermodynamics are applied to chemical systems. Solids, liquids, gases, solutions, phase rule, equilibrium, electrochemistry, and kinetic



theory are studied through the use of lectures, laboratory projects, problems, readings, and discussion. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus. Three lecture hours and one laboratory afternoon.

306 Physical Chemistry

Mr. Fortnum

Fundamental principles of quantum theory, kinetics, and statistical thermodynamics are applied in studies of chemical systems. Laboratory experiments and projects are used to encourage the individual study of related physical chemical problems. *Prerequisite:* 305. Three lecture hours and one laboratory afternoon.

317 Instrumental Analysis

Mr. Weiland

Modern instruments are utilized in the study of chemical analysis. Topics include gas chromatography, quantitative spectrophotometry, electrochemistry, and radiation chemistry. *Prerequisites:* Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

318 Topics in Analytical Chemistry

Mr. Weiland

A study is made of the more specialized methods of analysis as described in the current literature. *Prerequisite:* Chemistry 317. Three lecture hours and one laboratory afternoon.

353 Advanced Organic Chemistry

Mr. Rowland

Principles of stereochemistry are employed in emphasizing the modern aspects of structure and reactivity in organic compounds. Symmetry classifications, the Woodward-Hoffmann rules governing electrocyclic reactions, molecular dissymmetry, and related topics are discussed prior to a study of reaction mechanisms. Laboratory work involves the identification of organic unknowns and mixtures of unknowns by classical methods of separation and by spectroscopic and chromatographic procedures. *Prerequisites:* Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

354 Special Topics

A lecture-seminar course dealing with modern concepts of various fields of chemistry. The course content will vary according to the interests of students and instructors. Much of the work will deal with materials in current chemical publications. *Prerequisites:* Chemistry 204, 305, and 317. Three lecture hours.

373 Advanced Inorganic Chemistry

Mr. Parker

Selected topics in inorganic chemistry such as atomic structure, boron compounds, descriptive inorganic chemistry; valence bond, crystal field, and molecular orbital theories; and coordination chemistry. In addition to studying the stereochemistry and reaction mechanisms of coordination compounds, experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 306. Three lecture hours.

452 Research

Staff

An investigation in an area of mutual interest to the student and a faculty director. The course will normally involve laboratory work with adjunct literature surveys. Students may work individually or in small groups on a particular problem. The results of the investigation are submitted in the form of a thesis. *Prerequisite:* Open to chemistry majors with permission of the research director. Repeated in the fall term.



CLASSICS

Professor Pavlantos (Chairman)
Assistant Professors C. R. Held, Parks

The main objective of the Department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The Department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; to help understand the terminology of science, law, theology, medicine, etc.; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and

ideas which are as urgent in the twentieth century as they were to those ancient civilizations.

Requirements for a major in Latin: 10 courses beyond Latin 101-102, including Latin 151 and 312. Requirements for a major in Greek: 10 courses beyond Greek 101-102 including Greek 151.

In both Greek and Latin the intermediate (201-202) course is a prerequisite for all higher-numbered courses.

Latin 201-202 and Greek 201-202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 307, 311, 401, 403, Greek 203, 204, 301, 302, 303, 304, 305, 306, 403, and Classics 162, 164, 166, 168 may be used to fulfill the College distribution requirement for literature. Latin 151 and Greek 151 may be used toward fulfillment of the College distribution requirement in history, philosophy, or religion and may be counted toward a major in history with the consent of that Department.

For prospective secondary school teachers the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

GREEK

101,102 Elementary Greek *Staff*
An introduction to the alphabet, inflections, and syntax of Attic Greek.

151 Greek History *Mrs. Pavlantos*
A survey of Hellenic civilization from the earliest times to the Hellenistic age. Extensive readings in Herodotus and Thucydides (in English). Three papers. A knowledge of Greek is not required. Alternate years; offered 1970-71.

201,202 Intermediate Greek *Staff*
Designed to increase the student's skill in reading texts. During the first term, selections from Xenophon's *Anabasis* are read, with emphasis on grammar. During the second term, Xenophon and other authors are read including some writers of the New Testament. *Prerequisite:* Greek 101-102 or its equivalent.

203 Plato *Mr. Held*
The *Apology* and *Crito*, with selections from other dialogues are read to give a coherent picture of Socrates.

204 New Testament Greek *Mr. Held*
An introduction to Koine Greek. Selections from the New Testament with attention to their language and content.

301 Homer *Mr. Parks*
Selections from the *Iliad* or *Odyssey*. Examination of Homeric forms, syntax, and style. Supplemental reading in English. Not offered every year.

302 Greek Historians *Mrs. Pavlantos*
Extensive readings in the text of Herodotus or Thucydides. Oral reports and a paper. Not offered every year.

303 Greek Comedy *Mr. Held*
An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics for their comments on the social and political life of fifth century Athens. Not offered every year.

304 Greek Tragedy *Mr. Held*
Selected plays of Aeschylus, Sophocles, and Euripides. The tragedies are interpreted through a close examination of the language. Various plays are read in English. Oral reports. Not offered every year.

305 Greek Poetry *Mr. Held*
Selections from the elegiac, iambic, and lyric poets, e.g. Sappho, Tyrtaeus, and Archilochus. Attention is given to the Doric and Ionic inflections and to the metrics. Not offered every year.

306 Greek Oratory *Mr. Held*
Selected orations of Demosthenes and Lysias are studied for their style and for their information pertaining to the personal life of the ancient Greeks. Aristotle's *Rhetoric* is read in English. Not offered every year.

403 Independent Study *Staff*

LATIN

101,102 Elementary Latin *Staff*
An introduction to Latin. Designed for those who have had no previous contact with the language.

151 Roman History *Mrs. Pavlantos*
The history of the Republic and Empire to and including the reign of Justinian. Extensive reading in Livy and Tacitus (in English). Three papers. A knowledge of Latin is not required. Alternate years; offered 1969-70.

201,202 Intermediate Latin *Staff*
Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* two years of secondary school Latin or Latin 101-102.

203 Roman Prose *Staff*
Selections from the Roman prose writers are studied to increase the student's ability to read Latin. There is an intensive review of grammar. *Prerequisite:* four years of secondary school Latin or Latin 201-202.

204 Roman Poetry *Staff*
Extensive reading in Latin poetry, with a close examination of poetic forms other than the longer epic. A term paper is required. *Prerequisites:* four years of secondary school Latin or Latin 201-202.

303 Cicero *Mr. Parks*
Selected essays of Cicero, with supplemental reading from his letters and orations. Assigned reading in English on Cicero and the society in which he lived. Not offered every year.

304 Roman Comedy

Mr. Parks

Selected plays of Plautus and Terence. Survey of the Roman theatre; origin and development of Roman drama. Oral reports and a paper. Not offered every year.

305 Ovid

Mrs. Pavlantos

Extensive readings in the *Metamorphoses*. Oral reports and a paper. Not offered every year.

306 St. Augustine

Mr. Held

Selections from the first nine books of the *Confessions*. Attention is given to the differences between Late Latin and Classical Latin. An introduction to the life and thought of the greatest of the Latin church fathers. Not offered every year.

307 Roman Elegy

Mr. Held

Selected elegies of Catullus, Tibullus, and Propertius are read. The love poetry of the Romans is studied for its style, content and metrics. Not offered every year.

311 Lucretius

Mr. Held

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Oral reports and a paper. Not offered every year.

312 Prose Composition

Mr. Held

A course designed to increase the student's ability to translate from English into Latin. Includes a thorough grammar review. Not offered every year.

401 Vergil

Mrs. Pavlantos

A seminar devoted to the study of Vergil's literary style, poetic genius and humanity in the *Aeneid*. No translation will be done in class. Oral reports and a paper. Open to seniors and qualified juniors. Not offered every year.

403 Independent Study

Staff

CLASSICS**162-168 Genre Literature**

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary. Designed primarily for the non-major but may count toward a major with the consent of the department.

Classics 162 Ancient Epic (1971-2)

A study of Homer, Apollonius of Rhodes, Lucretius, and Vergil

Classics 164 Comedy (1972-3)

A study of Aristophanes, Menander, Plautus, and Terence.

Classics 166 Tragedy (1973-4)

A study of Aeschylus, Sophocles, Euripides, and Seneca.

Classics 168 Non-Epic, Non-Dramatic Poetry (1974-5)

A study of the satiric, lyric, and elegiac poetry of Greece and Rome.

ECONOMICS AND BUSINESS ADMINISTRATION

Professors W. F. Railing (Chairman) and Zagars
Associate Professors Baird, Hill, and Williams
Assistant Professor R. M. Gemmill
Instructors McMahon and Pineno
Lecturer J. M. Railing
Assistants

The Department offers a program designed to produce an understanding of economic theory and economic institutions, and to provide students with the specialized tools and knowledge required to analyze the important economic issues in human society. Theoretical and applied courses are offered which meet the needs of students who intend to (1) pursue graduate study in economics, (2) enter graduate professional schools in business administration, law, and related areas, or (3) pursue a career in business or government. Fundamentals rather than techniques are stressed.

A student may select either economics or business administration as his major field. Economics is the social science which is concerned with the study of the operation of various types of economic systems. An economic system is the means whereby human societies answer the important economic problems facing them such as: how to allocate scarce resources efficiently, how to maintain economic stability, how to foster economic growth, and how to distribute the fruits of economic activity equitably. Business administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the business firm.

Students majoring in economics are required to complete Economics 101-102, 153, 241, 243, 245, and 333, and

to select three courses from the following: Economics 242, 301, 303, 305, 324, 336, 351, and 352. Students majoring in business administration are required to complete Economics 101-102, 153, 241, 243, 245, and 366, and to select three courses from the following: Economics 154, one advanced course in accounting, 351, 352, 361, 363, 365, and 367. A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 107-108 or Mathematics 111-112 and 211-212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

During the first two years of residence, a student who intends to major in economics or business administration should complete Economics 101-102, 153, 241, 243, and 245. Students with ability and industry, who develop an interest in one of these fields will, however, find it possible to major in the Department starting at the close of the sophomore year or at the beginning of the junior year without having followed the above program, if they have completed Economics 101-102, and a substantial part of the College distribution requirements.

Economics 101-102 is a prerequisite for all courses offered by the Department, except Economics 153, 310, and 363. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The College distribution requirement in social sciences may be satisfied by successfully completing Economics 101-102.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the independent study project under Economics 451.

In order to qualify for departmental honors, seniors must take Economics 402.

101,102 Principles of Economics

Messrs. Gemmill, McMahon, Railing, Williams, and Zagars

The purpose of these courses is to give the student a general understanding

of economic systems and economic analysis, with emphasis on the operation of the American economic system. It deals with topics of neoclassical, Keynesian, and post-Keynesian economics such as national income, employment and growth, money and banking, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing these courses should be able to analyze economic problems and reach well-considered judgments on public policy issues.

153 Managerial Accounting

Messrs. Baird and Pineno

The primary objective of this course is to have the student grasp the over-all usefulness of accounting to management and to understand and use typical accounting reports of both the external (published) and internal (managerial) types. Special emphasis is put on the role of accounting in enterprise management. The subject matter is presented largely from the point of view of the user, rather than the producer, of accounting data. Repeated in the spring term.

154 Fundamentals of Accounting Theory

Mr. Pineno

This course studies the recording, classifying, and summarizing phases of accounting for single proprietorships, partnerships, and corporations. Emphasis is on the analysis and interpretation of financial statements from the managerial approach. *Prerequisite:* Economics 153.

241 Introductory Economic and Business Statistics

Mr. Hill

An introduction to statistical techniques and analysis as used in economics and business. Topics included are measures of central tendency, dispersion, skewness, kurtosis; the normal curve; probability; sampling; inference theory and its application to decision-making; and linear correlation. *Prerequisite:* Economics 101-102.

242 Intermediate Economic and Business Statistics

Mr. Hill

This course introduces more advanced statistical analysis and techniques as they apply to economic and business problems. It includes Chi-square tests; regression analysis and its application to forecasting; non-linear correlation; rank correlation; index numbers and their application; and time series analysis and their decomposition with respect to trend, cyclical, seasonal, and irregular components. *Prerequisite:* Economics 241.

243 Intermediate Macroeconomic Theory

Mr. Railing

This course continues the study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, the causes of inflation and methods of preventing it, and related aspects of monetary and fiscal policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce. Repeated in the spring term. *Prerequisite:* Economics 101-102.

245 Intermediate Microeconomic Theory

Mr. Hill

An advanced study of the theory of consumer demand; the theory of production; the theory of the firm in market conditions of pure competition, monopoly, oligopoly, and monopolistic competition; the theory of factor prices and income distribution; partial and general equilibrium analysis; and a brief introduction to welfare economics, linear programming, and econometrics. Repeated in the spring term. *Prerequisite:* Economics 101-102.

253,254 Intermediate Accounting*Mr. Baird*

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite:* Economics 153, 154

301 Labor Economics*Mr. Zagars*

A comparative study of the growth of the labor movement. The character of labor problems, union organization, and labor legislation in the United States and in other parts of the world are considered. An analysis of labor and management relations from the viewpoint of the employee, the employer, and the public is covered. *Prerequisite:* Economics 101-102.

303 Money and Banking*Mr. Gemmill*

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the nature and functions of money and credit, the nature and operation of the commercial banking system, the structure and activities of the Federal Reserve System, monetary theory, and the role of monetary policy in the American economy. Emphasis is placed upon the evaluation of current theory and practice in meeting the needs of a dynamic economic system. *Prerequisite:* Economics 101, 102.

305 Public Finance*Mr. Railing*

This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The growth and size of government debt in the United States are also studied. *Prerequisite:* Economics 101-102.

310 Cultural, Social, and Physical Geography*Mr. Hill*

The approach is first to understand the physical elements of our environment. This is followed by a systematic and regional study of the habitable earth with emphasis on resources and their development and the involvement of cultural, economic, and political institutions. This course satisfies the geography requirement for those students who wish to teach in the public schools.

324 Comparative Economic Systems*Mr. Zagars*

A comparative analysis of the philosophical, political, and economic principles and tenets of centrally directed economies as opposed to exchange economies. Primary attention is given to factors explaining the evolution and present structure of economic institutions in societies of the Soviet type in relation to the economies of the United States and Western Europe. *Prerequisite:* Economics 101-102.

333 History of Economic Thought and Analysis*Mr. Zagars*

A historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic systems. Particular emphasis is laid on the economic thought of the Age of Mercantilism, classical, marginal utility, and neoclassical economics, and nationalist and socialist

criticisms of this type of economic thought, historical schools and institutional economics, and Keynesian and post-Keynesian development of economic thought and its criticisms. *Prerequisite:* Economics 101-102.

336 International Economic Development and Trade*Mr. Zagars*

An examination of the economic and non-economic factors accounting for the economic development and growth of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development is covered. Various theories of economic growth are analyzed and major policy issues are discussed. Attention is also given to the basic theory and practices of international trade and finance. *Prerequisite:* Economics 101-102.

351 Application of Mathematics to Economics and Business*Mr. McMahon*

This course is designed to introduce the student to the application of calculus and algebra in economic theory, economic measurement, and business administration, and to enable him to carry theory from economic into mathematical terms and vice versa. Readings in the economic and business literature, and problems will be assigned. *Prerequisite:* Economics 101-102, 243, 245, and Mathematics 107-108 or Mathematics 111-112 and 211-212.

352 Introduction to Econometrics*Mr. McMahon*

This course is designed to introduce the student to the application of mathematical economic theory and statistical procedures to economic and business data. Economic theorems will be tested empirically, and readings in the econometric literature and problems will be assigned. *Prerequisite:* Economics 351 and Economics 242 or Math 358.

353, 354 Cost Accounting*Messrs. Baird and Pinenio*

The study of physical and monetary input-output relationships and the use of such productivity and cost studies for managerial evaluation, planning, and control. Practice work is performed in job order, process, and standard costs. Emphasis is placed on managerial control and use of cost accounting data in 354. *Prerequisite:* Economics 153, 154.

355 Auditing*Mr. Baird*

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisite:* Economics 153, 154

356 Federal Taxes*Mr. Baird*

A study of federal taxes, their historical development and current implementation, with particular attention given to the income tax on corporations and individuals. Emphasis is placed on researching of tax problems through use of loose-leaf tax services. Some work on the preparation of returns is also included. *Prerequisite:* Economics 153, 154.

361 Marketing Management*Mr. Pinenio*

The marketing system is evaluated as a mechanism for the exchange of information, creation of and adjustment to demand, and the sale of products and services. Emphasis is on the managerial approach to the selection, evaluation, and control of price, product line, distribution, and promotion in the marketing program. Marketing case studies are prepared and discussed. *Prerequisite:* Economics 101-102.

363 Business Law*Mrs. Railing*

The law is classified, with emphasis being put on the distinction between torts and crimes. Then the historical development of law and today's sources of law are surveyed as well as the leading schools of jurisprudential thought. The laws relating to contracts and commercial paper are examined in depth. The hierarchy of the courts and procedure are also covered. Repeated in the spring term.

365 Personnel Management*Mr. Williams*

The changing nature of the management commitment and the essential techniques, attitudes, and areas of responsibility that contribute to a sound personnel program are presented. Both the functional context and the behavioral factors and implications that underlie individual and group behavior in the work situation are studied. Additional time is spent on the nature of the decision-making processes as they affect the individual and the organization. *Prerequisite:* Economics 101-102.

366 Business Management*Mr. Williams*

The language, background, and need for scientific management and the changing social responsibilities and management's response are presented. The major functional areas of internal and external activities of an organization are studied, and further consideration is given to the contribution of behavioral and management sciences in treating the organization as a complex interrelated system. The attributes of good administration and administrative practices are emphasized. The decision-making processes and the place of the computer in modern management are considered. The key position the professional manager holds in the firm or any other organization and in the economy is stressed. *Prerequisite:* Economics 101-102.

367 Business Finance*Mr. Gemmill*

An introduction to the principles, practices, and institutions involved in the acquisition and administration of funds by the business firm, with emphasis upon the corporate form. Coverage includes asset management, sources and costs of capital, the money and capital markets, business expansion, failure and reorganization. Emphasis is upon the application of economic theory and basic decision theory to the financial problems and practices of the firm. *Prerequisite:* Economics 101-102.

402 Senior Seminar*Mr. Railing*

Open to senior majors with the consent of the department. Research papers on contemporary economic problems are prepared and discussed. Seniors must take this course to qualify for departmental honors.

451 Independent Study

Well qualified students may pursue topics of an advanced nature, through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present his proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the department chairman. Repeated in the spring term.



EDUCATION

Professor Rosenberger (Chairman)
Associate Professor Johnson
Assistant Professors J. T. Held and Slaybaugh

The primary purposes of teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts pertaining to the art of instruction, a thorough understanding of educational problems, and actual participation in activities of the classroom through student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 49-53.

101 Educational Psychology*Mr. Johnson*

The development of the individual and psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress, and the statistics necessary for analyzing test data. Repeated in the spring and January Terms. Psychology 101 or 103 recommended as background.

303 Educational Purposes, Methods, and Educational Media: Secondary*Messrs. Johnson and J. T. Held*

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisite:* Education 101. Repeated in the spring term.

304 Techniques of Teaching and Curriculum of Secondary Subject

The secondary subjects are: biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education*Mr. Slaybaugh, and Special Instructors*

The philosophy and approach to teaching social studies and geography in the elementary school. The correlation of art, music, health and physical education with other elementary subjects. Study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 101.

137 Elementary School Science: Purposes, Methods, and Instructional Media*Mr. Slaybaugh*

Scientific principles for mastery by the elementary pupil in conjunction with appropriate experimental procedures: Lecture laboratory, demonstration classes, instructional media, and field trips are designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 101. Offered only in the January term.

309 Social, Historical, and Comparative Education*Mr. Rosenberger*

The relationship of the modern school to society and its historical development. The study of education in major foreign countries. Repeated in the January and spring Terms.

328 Principles of Guidance*Mr. Rosenberger*

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 101.

331 Foundations of Reading Instruction and the Language Arts*Mr. Slaybaugh*

An introduction to the theory and problems in reading instruction and language

arts. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Education 101.

334 Corrective Reading*Mr. Slaybaugh*

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. Diagnosis and remedial tutoring of elementary school pupils who have reading problems. *Prerequisite:* Education 331.

401-402 Student Teaching—Elementary*Mr. Slaybaugh*

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. *Prerequisite:* Education 306, 137, 331, and Mathematics 118. Repeated in the spring term.

403-404 Student Teaching—Secondary*Messrs. Rosenberger and J. T. Held*

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. *Prerequisite:* Education 101 and 303. Repeated in the spring term.

451 Independent Study

Guided reading and research under the supervision of a member of the staff. *Prerequisite:* Permission of the Chairman of the Department, only for special students.



ENGLISH

Professors Geyer (Chairman), Lindeman, Pickering, and Stewart

Associate Professors E. J. Baskerville, Bolich, and Schmidt

Assistant Professors Clarke, Fredrickson, Haskell, Locher, McLennand, Marks, and Myers

Lecturers Good and Jones

The courses offered by the Department are designed to train students to express their thoughts correctly and effectively through spoken and written language and to understand, interpret, and assimilate as fully as possible the thoughts and experiences of the great creative and imaginative minds of our English and American literature.

Through a close and vital relationship with literature of true worth the student may obtain many of the values generally associated with a liberal arts education: self-discovery, an enlargement of sympathy and understanding, greater toleration for others, and growth of the spirit and the imagination. In addition, the program in English is excellent preparation for careers in teaching, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, the ministry, and library work.

The Department believes that a well-balanced program for a major in English should include: (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The requirement for a major is nine courses in English and American language and literature. All majors are required to take English 111, 112 and the fall term of Literary

Foundations of Western Culture (G.E. 103), normally in the freshman or sophomore year. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. Literary Forms or Genres (1 course): English 321, 322, 323, 324, 326, 327, 328, 329, or 332
- III. Literary History (2 courses from group A: literature before 1798; 2 courses from group B: literature since 1798):
 - A. English 331, 334, 337, 341, 342
 - B. English 315, 316, 317, 345, 346, 351, 352
- IV. Single Author (1 course): English 362, 365, 366, 368

Majors with a concentration in theatre arts must elect in the following manner:

- I. Theatre Arts (3 courses): Theatre Arts 202, 301, 310, 315
- II. Drama (3 courses): English 326, 327, 328, 329, 365, 366

January Term courses that may be used to fulfill the group requirements will be clearly indicated in each January Term Catalogue.

History 131, 132, 203, 204 and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

Majors concentrating in theatre arts should elect studio and history courses in such allied arts as painting, sculpture, music, creative writing, film, dance and speech.

The following courses may be used toward fulfilling the distribution requirement in literature: English 111, 112, 121, 122, 123, 126, 135, 136, 231, 232, 315, 316, 317, 321, 322, 323, 324, 326, 327, 328, 329, 331, 332, 334, 337, 341, 342, 345, 346, 351, 352, 362, 365, 366, 368, G.E. 103, 104, 124, 301, 302, and designated January Term courses.

Majors planning to teach in the secondary schools are required to complete ten courses in English, or nine courses in English and Speech 101. The courses required for those planning to teach are English 301, 315, and either 365 or 366. Speech 101 is recommended. Also, the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English.

English 101, 121, 122, 123, 126, 135, 136, 205, 206, 305, General Education 124, and courses in speech and theatre arts may not be counted toward a major in English.

THE STUDY AND USE OF THE LANGUAGE

101 English Composition

Mr. Haskell, Mrs. Marks, and Mr. Myers

Aims to develop the student's ability to express himself in clear, accurate, and thoughtful English prose through training in the principles of composition and considerable practice in expository writing, including the production of a research paper. Not limited to freshmen. Repeated in the spring term.

205, 206 The Writing of Fiction, Poetry, and Drama

Mr. Clarke

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts.

305 The Writing of Poetry and Short Fiction: Advanced

Mr. Clarke

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205-206.

301 Modern Grammar

Mrs. McLennand

Modern analytical methods of describing the English language are studied against a background of traditional grammar. Emphasizing the organizational principles of language, the course aim is understanding of essential technical vocabulary, the main outlines of English syntax, fundamentals of transformational grammar, and the linguistic fact that English is a complex system of recurring patterns.

302 History of the English Language

Mr. Baskerville

The purpose of this course is to provide an historical understanding of the vocabulary, morphology, and phonology of the language from the Old English/Anglo-Saxon periods through the twentieth century. Class time is spent in developing an elementary reading knowledge of Old and Middle English so as to deal effectively with those laws that govern the development of English sounds i.e. Grimm's and Verner's Laws through the Great Vowel Shift.

THEORY AND PRACTICE OF CRITICISM

111, 112 Literary Analysis and Scholarship

Messrs. Geyer and Haskell, Mrs. McLennand, and Miss Stewart

The emphasis in the course is on a careful analytical reading of short stories, plays, and poems. Also deals with bibliographical techniques requisite to literary research. Designed for those students interested in majoring in English.

372 Theories of Literature

Mr. Lindeman

Undertakes to examine and compare the various ways in which man has regarded literary art: its sources, forms, and purposes. The history of critical theory is surveyed, from Plato and Aristotle to the present, with emphasis

placed upon the modern period. Representative documents are read and discussed.

GENRES, MODES, AND TOPICS

121 Studies in Narrative

Mr. Fredrickson and Mrs. Marks

An intensive study of various forms of narrative, with emphasis on the novel, but may include also the epic, film, and other art forms at the discretion of the instructor. A typical course might include several narrative types developing a single theme—for example, the quest. Primarily for freshmen but open to a limited number of sophomores. Fulfills distribution requirement in literature.

122 Studies in Short Fiction

Messrs. Lindeman and Locher

An intensive study of short fiction and its elements, with some attention to the development of the modern short story. Primarily for freshmen but open to a limited number of sophomores. Fulfills distribution requirement in literature.

123 Studies in Poetry

Messrs. Baskerville and Lindeman

A detailed study of selected poems, chiefly British and American, through critical analysis of form, structure, and meaning. Primarily for freshmen but open to a limited number of sophomores. Fulfills distribution requirement in literature.

G.E. 124 Studies in the Drama

Messrs. Haskell and Myers

For course description, see General Education.

135, 136 Modes of Literature

Stati

A major literary mode, here defined both as an attitude which the author assumes toward his subject and as the manner in which the subject reveals itself, will be the primary focus. Through the reading of a varied group of poems, plays, stories, and essays that exhibit common characteristics of a mode, the student will consider the origin and qualities of each mode, its evolution, some of the important writers, and the kinds of experience it presents. One or more modes will be offered from term to term, for example, tragedy, comedy, satire, romance.

231, 232 Studies in Literary Topics

Stati

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from term to term and may include some of the following: Black Literature, American Humor, Southern Writers, the Machine in the Garden, Romanticism, Neoclassicism, the Double, the Gothic in Literature, Naturalism, the 1920's, Dr. Johnson and His Circle, Blake and Stevens. Enrollment open to sophomores, juniors, and seniors; freshmen may be admitted only with the permission of the instructor. Designed primarily for the non-major, but may be counted toward the major. Fulfills distribution requirement in literature. With the consent of the department, a student may take this course more than once.

332 Mediaeval Narrative

Mr. Pickering

The course will investigate by means of a variety of examples, the forms and development of Mediaeval narrative in both poetry and prose from Late

Classical times to the sixteenth century. The semester's work will compare saga, epic, and romance and will sample the techniques and forms of mediaeval allegory from Prudentius to Sir Thomas Malory

321, 322 The English Novel

Mrs. McLennand

A study of the form and content of the English novel as the genre developed from Defoe to Scott in the eighteenth century (English 321) and from Scott to Conrad in the nineteenth century (English 322); discussions cover works representative of types ranging from picaresque adventure to sociological problem, from the comic to the tragic.

323, 324 Twentieth Century Fiction

Messrs. Fredrickson and Geyer

The form and content of a representative selection of English and American novels and, occasionally, short stories written between 1890 and the present will be studied in their social and intellectual context. English 323 is devoted to fiction from 1890 to 1940 and will concentrate on James, Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Warren, Bellow, Malamud, Updike, Amis, Sillitoe, Greene, Murdoch, and others will be included.

326 Medieval and Renaissance Drama

Mr. Myers

Beginning with the liturgical and homiletic drama of the Middle Ages, English 326 examines (exclusive of Shakespeare) the genesis and evolution of British comedy, tragicomedy and tragedy up to the closing of the theaters in 1642.

327 English Drama from Dryden to Wilde

Mr. Haskell

A study of English drama from the Restoration to the late nineteenth century. The development of tragedy is considered from the heroic drama of Dryden to the middle-class domestic tragedy of the eighteenth century. The development of comic drama is traced from the bawdy Restoration comedy of "manners" through the sentimental comedy of the early eighteenth century, the satiric drama of Gay and Fielding, the revival of genial comedy in Goldsmith and Sheridan, to the rise of modern comedy in the early plays of Shaw and Wilde.

328, 329 Twentieth Century Drama

Mr. Schmidt

A representative study will be made of the major figures in international drama from Ibsen to the present. The first term will include Ibsen, Strindberg, Shaw, Chekhov, Synge, O'Neill, and others. The second term will begin with writers after World War II and will include Miller, Williams, Beckett, Ionesco, Genet, Albee, and others.

LITERARY HISTORY

326 Introduction to Shakespeare

Mr. Myers

Designed for students not majoring in English, this course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought.

315, 316 Representative American Writers

Messrs. Fredrickson and Locher

Selected readings in American literature from colonial days to the present. Emphasis will be placed on major authors. The first term will concentrate on the American romantics: Poe, Hawthorne, Melville, Emerson, Thoreau and Whitman. Second term emphasis will fall on Dickinson, James, Hemingway, Fitzgerald, Faulkner and Eliot.

317 Readings in Nineteenth Century American Literature

Mr. Locher

A one term course designed to explore in depth one aspect of American literature of the 19th Century, usually a major figure such as Melville, Whitman, or James, possibly the interaction of two or more figures, or even a particular concept (Transcendentalism or Literary Realism, for instance) as revealed by major figures. Subjects will be arranged individually and work will be accomplished independently, the course to encompass lectures, seminar sessions, and individual consultations. The student will be expected to become familiar with not only the primary works but also the principal body of comment and criticism on the subject.

331 Mediaeval Literature

Mr. Baskerville

A sketch of the development of Western literature from the Patristic age through the Carolingian revival precedes a careful study of the twelfth century literary renaissance. Certain major subjects are always included in the course: Anglo-Saxon poetry, Middle English lyrics and metrical romances, the Arthurian legend, Courtly love, the Tristan and Isolde story, and the Grail legend. If time permits, such other works as *The Pearl*, *Piers Ploughman*, or selections from Malory will be studied.

334 Renaissance Literature

Mr. Baskerville

Selected works of Pico della Mirandola, More, Machiavelli, and Castiglione are read in order to provide a background in basic Renaissance ideas and attitudes. The course then concentrates on the development of these ideas and attitudes in English writers like Campion, Daniel, Drayton, Greene, Marlowe, Nashe, Raleigh, Shakespeare, and Sidney; and finally in Spenser, whose works are used to summarize the highest achievement of the English Renaissance in non-dramatic literature.

377 The Seventeenth Century

Mr. Haskell

A study of English poetry and prose from the last years of Elizabeth to the Restoration. Special attention is given to the poetry of Donne, Jonson, and their successors. The works of Milton and the drama are excluded.

341, 342 Literature of the Restoration and Eighteenth Century

Miss Stewart

The primary focus is upon a critical analysis of the prose and poetry written between 1660–1798. The influences upon the ideals, style, and forms—critical theory, rationalism, classical literature, and political, religious, and social developments—are studied. The student is asked to analyze what makes the period distinct and also to identify those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341 is devoted to the literature from 1660–1740 and concentrates upon the work of Dryden, Defoe, Steele, Addison, Swift, and Pope. English 342 is devoted to the literature from 1740 to 1798 and concentrates upon the work of Thomson, Collins, Gray, Fielding, Johnson, Boswell, and Goldsmith. The drama and novel are excluded.

345, 346 The Nineteenth Century

Mr. Geyer

A critical analysis of English poetry and prose written during the period extending from the late eighteenth century to the beginning of the twentieth century. Some attention will be given to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1850 and focuses on the works of the major Romantic writers: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830

to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Hardy, Wilde, and the Art for Art's Sake Movement. The drama and the novel are excluded.

351, 352 Twentieth Century Poetry

Messrs. Lindeman and Clarke

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Robert Lowell, Richard Wilbur, W. D. Snodgrass, Theodore Roethke, and Allen Ginsberg.

MAJOR AUTHORS

362 Chaucer

Mr. Pickering

With careful scrutiny of the intellectual and physical world of the Middle Ages, the five major poems of Geoffrey Chaucer (including *Troilus and Criseyde* and *The Canterbury Tales*) are examined, marking the poet's debt to his French and Italian predecessors and contemporaries, his use of classical techniques and examples, and the final development of his original genius.

365, 366 Shakespeare

Mr. Myers

By means of a careful analysis of language, characterization and structure in each of the numerous plays considered, this course seeks to communicate and understanding both of Shakespeare's relation to the received traditions of his time, and of his achievement as one of the most important figures in Western literature. The fall term will focus upon the early plays through *Hamlet* and *Troilus and Cressida*; the spring term upon the later plays.

368 Milton

Mr. Haskell

A study of the major poetry and prose of John Milton, with particular emphasis on *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

401, 402 Senior Seminar

Staff

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

451 Independent Study

Staff

Independent investigation of a topic of special interest to the student under the supervision of a member of the staff. Offered to students with superior academic records. *Prerequisite:* Approval of the Department and of the directing faculty member. Application for independent study must be made in advance of registration. Repeated in the spring term.

SPEECH

101 Public Speaking

Mr. Bolich

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

201 Advanced Public Speaking

Mr. Bolich

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of public address as an art form. *Prerequisite:* Speech 101.

301 Voice and Diction

Mr. Bolich

Study of the International Phonetic Alphabet, voice production, pronunciation and speech disorders.

302 Argumentation and Discussion

Mr. Bolich

An introduction to the principles of argumentation. The discovery, selection and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

303 Oral Interpretation

Mr. Bolich

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings.

304 Radio Speech

Mr. Bolich

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing.

THEATRE ARTS

Theatre Arts 202 may be used to fulfill the distribution requirements in art, music, creative writing, or theatre arts.

202 History of the Theater

Mr. Schmidt

A survey of the theater from primitive man to the present. Emphasis will be placed upon the Classical, Mediaeval, Elizabethan, Neoclassic, and Modern periods, with special attention devoted to the continuity of theater through the ages, the particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part.

301 Play Production

Mr. Schmidt

A study of theater from book to curtain. All major phases of the production of a play will be analyzed—direction, acting, set design, lighting, make-up.

costuming, publicity, and theater management—with particular attention devoted to direction. Students will be expected to present at the conclusion of the term a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

310 Directing

Mr. Schmidt

The study of the theory and technique of the art of the director: the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist, central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to conduct a number of scenes in class and to stage and produce a one-act play.

315 Acting

Mr. Schmidt

The study of the theory and techniques of the art of the actor: the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization; voice technique for the stage; the use of pantomime, including the study of gesture and movement.

GENERAL EDUCATION

Under the guidance of a General Education Committee, the College offers certain courses which cut across departmental lines and specialized disciplines in an attempt to provide the common core of knowledge that has traditionally been associated with the liberally educated man and to provide this knowledge in such a fashion as to present an integrated understanding of man in at least some few of his essential roles: as one of many living creatures in a natural universe; as inheritor of a rich and ever-present past; as participant in human institutions; as discoverer and creator of the patterns and values which give meaning to human existence.

None of these courses carries any prerequisite.

For those students who wish to devise their own individual majors under the special major option, the General Education Committee stands ready to provide assistance in devising acceptable programs.

101, 102 Ideas and Institutions of Western Man

Staff

A course introducing the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classical-Judaic beginnings. The fall term studies characteristic ideas and institutions affecting economic, political, and religious developments during the Middle Ages, Renaissance, Reformation, and Enlightenment. The spring term concentrates on the Western world since the French and American Revolutions. Fulfills distribution requirement in history, philosophy, or religion.

103, 104 Literary Foundations of Western Culture

Staff

A study of the major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents. The authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare and Milton. Complete texts are read and discussed, and the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

124 Studies in the Drama

An intensive study of selected plays, which will be examined both for their literary qualities and, where relevant, for their historical, philosophical religious, political, and sociological implications. Designed primarily for the non-English majors. Fulfills distribution requirement in literature. Repeated in the fall term.

227, 228 Civilization of India

Mrs. Gemmill

The first course deals with cultural developments from the Indus Valley Civilization to the coming of the Muslims, with emphasis on religion, social organization, and the arts. The second includes an investigation of historical factors underlying contemporary political, social, and economic problems. Lecturers from various fields will appear in both courses. Fulfills distribution requirement in history, philosophy, or religion.

301, 302 Literature of Modern Western Culture

Messrs. Lindeman and Loose

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, Proust, Gide, Kafka, Mann, Camus, and Beckett. Fulfills the distribution requirement in literature.

303 The Development of the Sciences of Man

Mr. Darrah

The relation of the tradition of the biological sciences to the intellectual interests of contemporary man. Interpretation of the human environment, man himself considered objectively, and the human values intrinsic in science. Does not fulfill a distribution requirement.

312 Theology and Literature

Mr. Loose

Representative theological writings are read critically to bring into focus the dominant religious ideas influencing Western culture since 1800. Novels of

the modern period are analyzed and interpreted to discern the form and content given to those ideas by men of letters. May be used toward fulfilling the distribution requirement in history, philosophy, or religion, or in literature.

352 Modern Political Thought

Mr. Tannenbaum

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties. Does not fulfill distribution requirements.

GERMAN AND RUSSIAN LANGUAGES AND LITERATURES

Professor Schneider (Chairman)

Associate Professor Crouner

Assistant Professor Collier

Instructors Ritterson and McCardle



One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this Department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian people and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as reading and writing.

A major is offered only in German and consists of a minimum of eight courses beyond the level of German 202, including 301, 302, 321, 322, and 2 courses from these numbered 323, 324, 325, 326. For the prospective secondary school teacher of German, the specific course requirements in the major include 301, 302, 311, 312, 321, 322, and Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Since it is the conviction of the department that the major should involve a well-integrated program of learning, appropriate additional courses in other departments will be strongly recommended.

German 201-202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise. The following courses may be offered in fulfillment of the distribution requirements in literature: German 319, 321, 322, 323, 324, 325, 326, 328, and designated January Term courses.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 201-202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

101, 102 Elementary German *Staff*
Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

201, 202 Intermediate German *Staff*
Continuation of the work of German 101-102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 101-102 or its equivalent.

301 Advanced German *Mr. Ritterson*
Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

302 Advanced German *Mr. Ritterson*
A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

311, 312 Survey of German Culture *Mr. Schneider*
A study of the cultural history of the German people from their beginnings to the present, including an appreciation of their major contributions to the world's cultural heritage.

319 German Literature Before 1700 *Staff*
Lectures and recitation. A study of the development of German literature from its beginnings to the eighteenth century with emphasis on the major authors and works of the Old High German, Middle High German, and early New High German periods. Outside reading and reports. Alternate years; offered 1972-3.

321, 322 German Literature of the Eighteenth Century *Mr. Schneider*
Lectures and recitation. A study of German literature of the Enlightenment, Storm and Stress, and Classicism, with special emphasis on Lessing, Schiller, and Goethe. Critical reading and analysis of representative works. Outside reading and reports. Alternate years; offered 1972-3.

323, 324 German Literature of the Nineteenth Century *Staff*
Lectures and recitation. A study of German literature from 1790 to 1870 with emphasis in the fall term on Romanticism and in the spring term on the writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1972-3.

325, 326 German Literature of the Twentieth Century *Mr. Crowner*
Lectures and recitation. A study of German literature from 1870 to the present with emphasis in the fall term on the writers of Naturalism, Impressionism, and Neo-Romanticism, and in the spring term on the writers of Expressionism and those since World War I. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1971-72.

327 Goethe's Life and Works (exclusive of Faust) *Mr. Schneider*
Lectures and recitation. Critical reading and analysis in class of the chief literary works of Goethe exclusive of Faust. Outside reading and reports. Designed to acquaint the student with the life and thought of Goethe, his position in the classical literature of Germany, and his influence on the thought and literature of the world up to the present. Alternate years; offered 1971-72.

328 Goethe's Faust *Mr. Schneider*
Lectures and recitation. An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Alternate years; offered 1971-72.

451 Independent Study *Staff*
Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the Department.

RUSSIAN

101, 102 Elementary Russian *Mr. Collier*
The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening-comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

201, 202 Intermediate Russian

Mr. Collier

This is a continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

409, 410 Individual Readings in Russian

Mr. Collier

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

GREEK (See Classics)

HEALTH AND PHYSICAL EDUCATION

Associate Professors Haas (Chairman), Hulton, Hummel, Kenney, Shoemaker, and Wescott
Assistant Professors Biser, Brownley, Reider, and R. D. Smith

Instructors Bowers, Chronister, J. W. Sauve, and J. A. Sauve

Assistant J. A. Annis



The general aim of this Department is to contribute to the total development of young men and women by emphasizing the physical side of their lives. Programs are designed to develop skill, competence, and lasting interest in healthful physical activities, to maintain optimum fitness through exercise, and to provide instruction in habits of living which will promote the student's physical and mental well-being both in College and afterward.

Four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. Male students take courses HPE 101, 102, 201, and 202. Women students take courses HPE 103, 104, 203, and 204. Included in these courses is instruction in healthful living and swimming required of all students; physical fitness, required of all men; and a variety of skill activities which may be elected by the students. Opportunities for taking proficiency tests in health, physical fitness and swimming are available to freshmen and transfers. Special adaptive and corrective physical education instruction is required of students who are unable to participate in the regular programs.

The Department also offers an approved teacher training program for men and women. Prospective majors should schedule Biology 101, 102 and HPE 112 in their freshman year. For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum in Secondary Health and Physical Education.

Required for a major are the following courses: the four freshman and sophomore basic activities courses, 112, 210, 211, 317, 318, 320, 325, 331, and 450 plus three quarter courses (301, 302, 304). Professional education courses required are Ed. 101 or J11, Ed. 303, Ed. 304, Ed. 309 or J39, and Ed. 403-404.

Non-majors who wish to become teacher-coaches are advised to take the following courses, which will aid in their future certification: HPE 317, 318, J11, and J15.

In addition to the required programs in health and physical education and the major program, the Department offers extensive voluntary programs in intramural sports and in intercollegiate athletics for both men and women.



101, 102, 201, 202 Basic Activities: Men

Staff

Skill instruction and participation in a variety of individual and team activities. Health instruction and activity programs leading toward development and maintenance of physical fitness. Special sections for health and physical education major students. $\frac{1}{4}$ course each

103, 104, 203, 204 Basic Activities: Women

Staff

Includes courses in health and modern dance and a variety of elective skill activities. Special sections for health and physical education major students. $\frac{1}{4}$ course each

301, 302, 304 Major Skills

Staff

Skill development and methods and techniques of class organization and instruction for a variety of physical education activities. For junior and senior health and physical education major students. $\frac{1}{4}$ course each

112 Foundations of Health, Physical Education, and Recreation

Mr. Wescott

This course serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

210 Health and Safety Services

Mr. Biser and Mr. Smith

The official Red Cross Standard and Advanced First Aid courses, with emphasis on symptom recognition and skill training in all procedures. The various aspects

of Civil Defense and of accident prevention are pursued. Teaching methods and techniques in basic swimming strokes, diving, and lifesaving leading towards Water Safety Instructors' certification. *Prerequisite:* Senior Life Saving.

211 Personal and Community Health

Mrs. Bowers

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. Finally, the examination of the relationship of personal health problems to the community at large.

317 Anatomy and Physiology

Mr. Biser

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.

318 Kinesiology and Applied Physiology

A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.

320 Adapted Physical Education and Health Inspection

Mr. Sauve

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

325 Administration of Health, Physical Education, and Recreation*Mr. Chronister*

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

331 Measurement and Evaluation in Health and Physical Education *Mr. Smith*

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

450 Senior Professional Seminar*Miss Kenney*

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. Offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

452 Independent Research*Miss Kenney*

A study of the various methodological approaches used in research. Designed especially for those planning to continue with graduate study. Offered either term.

HISTORY

Professors Glatfelter (Chairman), Bloom, and Crapster
Associate Professors Bugbee and Stemen
Assistant Professors Fick and Forness
Lecturers J.P. Gemmill and Martin

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done" by men in the past. Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers such as teaching, law, the ministry, public service, and business.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary History.

Requirements for a major are nine courses, including History 300 (in the spring term of the sophomore year or in the junior year) and History 400 (in the senior year). All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history. All courses listed except History 300 are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion, as are also French 316 (History of French Civilization), Greek 151 (Greek History), Latin 151 (Roman History), Spanish 318 (The Essence of Spain). These courses taught outside the Department may also be counted toward a history major.

English majors and pre-law students are advised to take History 203, 204.



101, 102 History of Europe Since 1500*Mr. Crapster and Mr. Fick*

These two courses deal with the political, social, and economic developments in Europe from the Reformation to the present. The first course concerns major developments to the outbreak of the French Revolution. The second centers its attention on nineteenth and twentieth century currents.

131, 132 History of the United States*Messrs. Bloom, Bugbee, Forness, and Glatfelter*

These two courses provide an introduction to advanced courses in American history as well as a survey for non-history majors. They deal with the development of the American nation from the early discoveries to the present, with the breaking point at 1865.

203, 204 History of England*Messrs. Fick and Crapster*

Surveys English history from Roman times to the present, emphasizing institutional and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

221, 222 History of East Asia*Mr. Stemen*

The first course covers East Asian civilizations to approximately 1800. The second concentrates on East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century.

G.E. 227-228 Civilization of India*Mr. Gemmill*

Course description included under General Education.

300 Historical Method*Mr. Glatfelter*

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

311, 312 Medieval Europe*Mr. Fick*

History 311 examines the reunification of Western Europe in the age of the Carolingians, the establishment of the German Empire in the early Middle Ages, and the early struggles between Papacy and Empire. History 312 has as its central theme the rise and decline of Medieval civilization and the rise of strong monarchies in Western Europe. Some attention is given to the civilizations of Byzantium and Islam.

313 The Renaissance and Reformation*Mr. Fick*

This course treats the many aspects of the breakup of Medieval civilization with the new institutions, concepts, and movements that replaced or altered that civilization. It ends at the middle of the sixteenth century with the rise of Protestantism and the strong movement for reform within the Roman Church.

314 The Age of Absolutism*Mr. Fick*

Beginning with the sixteenth century wars of religion, this course continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed.

315 The Age of the French Revolution*Mr. Crapster*

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, this course considers developments in France and her relations with the rest of Europe between 1789 and 1815.

316 Europe from 1815 to 1871*Mr. Crapster*

This course examines European history from the Congress of Vienna to the unification of Germany. Special emphasis is placed upon the revolutionary and unification movements. Considerable note is made of the development of socialist thought as a revolutionary force.

317 Europe from 1871 to 1919*Mr. Crapster*

Concentrating on the political and diplomatic affairs of the leading European states, this course examines the origins and the conclusion of the First World War 1914-1918.

318 Europe Since 1919*Mr. Crapster*

The subject matter of this course begins with the international and internal problems confronting Europe after the Treaty of Versailles was signed. Emphasis is placed on the rise of National Socialism, the origins of the Second World War, and the intrusion of Soviet Russia into postwar Europe.

321 Modern China*Mr. Stemen*

This course reviews Chinese history since the Opium War of the nineteenth century with emphasis on the Nationalist and Communist revolutions.

326 Russia in the Nineteenth Century*Miss Martin*

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, this course traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some utilization of Russian literature of the period is included.

331 American Constitutional History*Mr. Bloom*

After a brief look at European backgrounds and the political thought and practice of the American colonial period, this course considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on both federal and state levels.

332 Diplomatic History of the United States*Mr. Stemen*

The foreign relations of the United States since the American Revolution constitute the subject matter of this course. Emphasis is given to twentieth century developments.

333 American Economic History*Mr. Bloom*

The historical developments examined include the economic incentives for colonial settlement, for revolutionary change 1776-1789, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over an adequate currency, and for the coming of government regulation of business.

335, 336 Social and Cultural History of the United States*Mr. Forness*

These two courses trace America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. History 335 covers the period from 1789 to the Civil War. History 336 continues from that period to the present.

341 The American Colonial Period*Mr. Bugbee*

Commencing with the European background of the settlement of North America, stress is placed upon economic, social, and constitutional developments to 1750. Also considered are the impact of mercantilism, European rivalries, and the attempts to achieve intercolonial unity.

342 The Era of the American Revolution*Mr. Bugbee*

This course emphasizes the American phase of the disruption of the Old British Empire, and this is followed by a study of the Confederation period and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments receive emphasis.

343 The Jeffersonian-Jacksonian Era*Mr. Forness*

Covering the period from the 1790's to the Mexican War, this course treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period.

345 Civil War and Reconstruction*Mr. Bloom*

This course begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America. Also included are the failure of North and South to fix upon an acceptable compromise, the military and diplomatic conflict of 1861-1865, and the problems associated with Reconstruction.

346 The Emergence of Modern United States*Mr. Glatfelter*

The main theme of this course is the post-Civil War industrialization of American society and the many implications this development had for the life of the American people. Attention is also given to the conduct of foreign affairs.

347 The United States Since 1920*Mr. Glatfelter*

Embracing the period from 1920 to the present, this course deals with the political, economic, and social developments in the United States; Included also is a consideration of the demands made upon the United States as a leading power in the postwar world.

400 Senior Research Seminar*Staff*

This seminar provides students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Reading, discussion, oral reports, and the presentation of a formal paper based on individual research is required of each participant. Normally restricted to history majors, for whom this course is required. Seminar topics dealt with in 1970-1971 include Russo-American relations, 1776-1962; The United States in the 1890's; United States-Far Eastern Relations; and European Diplomacy in the Age of the Baroque.

405 Individual Readings in History*Staff*

An individual program of directed reading in selected topics arranged by consultation between student and instructor makes up this course. Repeated in the spring term.

MATHEMATICS

*Professor Holder (Chairman)**Associate Professors Fryling, Moorhead**Assistant Professors Butterfield,**Kellett, and Leinbach**Lecturer R. K. Wood*

The mathematics curriculum is designed to provide a foundation for students who will specialize in mathematics or in fields which use mathematics, and to provide courses appropriate for all liberal arts students. Sufficient latitude is possible in the selection of courses to permit students majoring in mathematics to prepare for graduate study, for teaching, or for careers as applied mathematicians.

A student intending to major in mathematics normally will take the basic sequence Mathematics 111-112, 211-212 during his freshman and sophomore years. An accelerated student who has had a college-level calculus course in high school may, with the consent of the Department Chairman, begin this sequence with Mathematics 112 or 211, depending on the extent and depth of the course he has taken. Those lacking the prerequisites for Mathematics 111 will be required first to take Mathematics 110. Additional requirements for a major with non-teaching objective are Mathematics 234, 313 or 323, and six other 300-level mathematics courses, two of which must comprise a year sequence. Those with the secondary school teaching objective are required to take, in addition to the basic sequence, Mathematics 234, 313 or 323, 343, Education 304, and three other 300-level mathematics courses.

The following list shows elective courses especially recommended for the various objectives:

Graduate school preparation: Mathematics 316, 323-324, 325, 333-334

Applied mathematics: Mathematics 316, 357-358, 363-364, 366

Physics 319 and 320

Secondary teaching: Mathematics 333, 357, 366

It is recommended that mathematics majors satisfy the

distribution requirement in laboratory science by taking Physics 111-112.

At least one course that may be counted toward the major will be given in the January Term.

103, 104 The Nature of Mathematics

Staff

Designed primarily for the liberal arts student who wishes to gain an appreciation of the nature of mathematical thought. Selected topics from various branches of mathematics are studied with the goal of providing insight into both the historical foundations and the present role of mathematics in our culture. Both the concrete and the abstract aspects of the subject will be emphasized, and its dual nature as an art and a science will be exhibited.

107-108 Finite Mathematics and Calculus

Staff

The fall term will be devoted primarily to finite mathematics, including an introduction to logic and set theory, permutations and combinations, probability, game theory, and linear programming. The spring term will include selected topics from calculus and linear algebra. Appropriate for students in the biological, social, and behavioral sciences.

110 Introductory Analysis

Staff

The underlying theme of this course is the function concept. The algebraic, trigonometric, inverse trigonometric, logarithmic, and exponential functions will be studied, along with the associated analytic geometry. The course serves primarily as a preparation for the study of calculus. Repeated in the fall term.

111-112 Calculus of a Single Variable

Staff

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. 111 is repeated in the spring term; 112 is repeated in the fall term.

165 Introduction to Computing

Mr. Wood

This course provides a basic introduction to the nature of computers, and the design and implementation of programs which allow the computer to aid in problem solving. Students will learn to express algorithms as flowcharts and as FORTRAN programs. Topics covered include program debugging and verification, table look-up procedures, data structures, and elementary data processing. No more than elementary mathematics is assumed, and both numeric and non-numeric problems are considered.

211-212 Linear Algebra and Multivariate Calculus

Staff

Algebra of matrices, determinants, linear transformations, abstract vector spaces, vector calculus, multiple integration, line and surface integrals, including Green's and Stoke's theorems, Fourier series. *Prerequisite:* Mathematics 112.

234 Introduction to Modern Algebra

Messrs. Butterfield and Kellett

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112.

313 Advanced Calculus

Messrs. Holder and Leinbach

A rigorous treatment of the underlying theory of the calculus of functions of a real variable. Includes the concepts of limit, continuity, the derivative,

the Riemann integral, sequences, and series. *Prerequisite:* Mathematics 212.

316 Complex Variable Theory

Messrs. Fryling and Leinbach

Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor series expansions, and calculus of residues. *Prerequisite:* Mathematics 313.

323-324 Introductory Real Variable Theory

Messrs. Holder, Kellett, and Leinbach

Construction of the real numbers, elements of set theory, introduction to metric space topology, Lebesgue measure and integration, L^p spaces, functions of bounded variation, the Riemann-Stieltjes integral, absolute continuity. *Prerequisite:* Permission of the instructor.

325 Introduction to Topology

Messrs. Kellett and Leinbach

Theory of sets, topological spaces, mappings, homeomorphisms, connectedness, compactness, metrization. *Prerequisite:* Mathematics 313.

333-334 Algebraic Structures

Messrs. Kellett and Leinbach

A study of the basic structures of modern abstract algebra, particularly groups, rings, and fields, culminating in the fundamental theorem of Galois theory. Advanced topics in linear algebra. *Prerequisite:* Mathematics 234

343 Topics in Geometry

Mr. Moorhead

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

357-358 Mathematical Statistics and Probability

Mr. Fryling

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 212.

363-364 Applied Mathematical Analysis

Mr. Wood

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 212.

366 Numerical Methods

Messrs. Fryling and Holder

Finite differences, interpolation, numerical methods of solving equations, with particular emphasis on differential equations. Extensive use will be made of the computer. *Prerequisite:* Mathematics 212.

401 Senior Seminar

Staff

Under the direction of a staff member advanced topics will be studied and discussed. Each student will be expected to do a substantial amount of individual research. Topics covered may vary from year to year. *Prerequisite:* Senior standing and permission of the instructor.

451 Independent Study

Staff

Well qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.



MUSIC

*Professor Wagnild (Chairman)
Associate Professor Ackley, Raessler
Assistant Professors Belt, Budde,
Nunamaker, Weikel, and Zellner
Private music teachers Heikkinen
and Holtzapfle*

This Department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in music or Bachelor of Science degree with a major in music education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, and standard band and orchestral instruments is offered by appointment.

The Department requires an informal audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in music education (see page 51) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools.

Requirements for a major in music leading to a Bachelor of Arts degree consist of 11 full courses (Music 141, 202, 251, 302, 305, 322, J15, 312, 313, 314, and 205), plus quarter courses in applied music totaling 3 full courses. The applied music courses should include 8 quarter courses in the student's major applied area. The student major must also participate for four years in an authorized musical group and present a recital in the senior year. Majors planning to attend graduate school are urged to take Music 303.

Music majors in the elementary education program must meet the same requirements as the B.A. program with the exception of Music 305 and 322.

The distribution requirements in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 312, 313, 314, and certain designated January courses.

101 Introduction To Music Listening

Mr. Belt

A consideration of the principal musical forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

103 The Symphony

Messrs. Nunamaker and Weikel

The standard symphonic repertoire is listened to and discussed, and is related to its cultural setting.

104 Opera

Mr. Nunamaker

Standard operatic works are listened to and discussed as examples of drama and music.

105 Introduction to Contemporary Music

Mr. Nunamaker

A study of the major trends in twentieth century music with emphasis on the music of Stravinsky, Schoenberg, Bartok, and the Avante Garde composers.

J15 Introduction To Music Literature

Mr. Nunamaker

A study of the major forms of Western music from the early Christian period to the twentieth century. Emphasis placed upon stylistic analysis and aural recognition of musical examples.

141 Sight-Singing And Dictation

Mr. Raessler

Fundamentals of basic musicianship: notation, clefs, scales, intervals, triads, meter, rhythm, and tonality. Instruction and intensive drill in singing and writing intervals, melodies, triads, and rhythmic figures. Three lectures per week plus two laboratories.

202 Basic Harmony

Mr. Wagnild

A study of scale and chord structure, chord relationship, and the basic principles of harmonic writing and harmonic progression.

205 Choral And Instrumental Conducting

Mr. Raessler

Technique of the baton, fundamentals of choral and instrumental interpretation, problems of organization, repertoire, and maintenance of groups. Three lectures per week plus two laboratories

222 Principles And Procedures Of Teaching Music in Elementary School

Mr. Raessler

The methods and materials of teaching in the elementary grades. Elementary music appreciation methods, discussion of the child voice, and the development of rhythm and feeling for music.

221 Junior And Senior High School Methods

Mr. Raessler

The principles and procedures in teaching music in the junior and senior high school. Study of the adolescent voice and its care and of the methods and materials relative to the organization of various singing and playing ensembles. The evaluation of material, methods, and techniques.

251 Intermediate Harmony

Mr. Wagnild

A continuation of harmonic writing and an introduction to basic modulatory progression. Keyboard and aural exercises.

302 Advanced Harmony

Messrs. Wagnild and Belt

A comprehensive survey with emphasis on the use of altered chords and the expansion of tonality through chromatic modulation. Keyboard and aural exercises.

303 Counterpoint

Mr. Weikel

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course.

305 Orchestration

Mr. Raessler

Instruction in the transposing, arranging, and coloring for the various instruments.

312 History Of Medieval, Renaissance, And Baroque Music

Mr. Nunamaker

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

313 Music In Classic And Romantic Periods

Mr. Ackley

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

314 Music In The Twentieth Century

Mr. Ackley

A study of the principal stylistic tendencies of music from c. 1900 to the present with examination of the works of representative composers. Also consideration of American composers and developments in experimental music.

322 Form And Analysis

Mr. Weikel

A study of the structural organization of music including the analysis of the small and large forms of composition drawn from the standard literature of the eighteenth-twentieth, centuries. *Prerequisite:* Music 251 and 302.

351-352-353 Student Teaching

Mr. Raessler

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Offered simultaneously in spring term only.

403 Independent Study

Prerequisite: Approval of department and directing faculty member. Spring term only.

455 Senior Recital

Applied Music The Department offers instruction in voice, piano, organ, and the standard band and orchestra instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to 8 quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the Choir, Chapel Choir, Band, and Orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111, 112 Woodwind Instrument Class

Mr. Zellner

Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument. *Two ¼ courses*

113, 114 Brass Instrument And Percussion Class

Mr. Raessler and Zellner

Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Practical work is included with percussion instruments. *Two ¼ courses*

115, 116 Stringed Instrument Class

Mr. Nunamaker

Instruction and practice in the techniques of stringed instruments and the organization of a string section. *Two ¼ courses*

121 Voice*Miss Budde and Mr. Ackley*

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$60. $\frac{1}{4}$ course

123 Piano*Mrs. Heikkinen and Mr. Belt*

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of piano majors in the music education degree program and encouraged for all others. Fee for one half-hour lesson per week per term: \$60. $\frac{1}{4}$ course

125 Organ*Mr. Belt and Mr. Weikel*

Private instruction over a four-year period, designed to include literature of various periods, sight-reading, hymn-playing and transposition, chant and anthem accompanying, and rudiments of modulation and improvisation. Required: repertory class every two weeks. *Prerequisite:* Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$60. $\frac{1}{4}$ course

127 Band Instrument Instruction*Mr. Zellner*

Private instruction in woodwind and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$60. $\frac{1}{4}$ course

129 Stringed Instrument Instruction*Mr. Nunemaker*

Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$60. $\frac{1}{4}$ course

131 Choir*Mr. Wagnild*

An intensive study of the best of choral literature. In addition to appearances in nearby cities, the Choir makes a two-week concert tour each spring. Five rehearsals weekly. *No credit*

132 Chapel Choir*Mr. Weikel*

This Choir performs standard musical literature with the purpose of supporting and assisting the College community in its Sunday morning services. Cantatas and oratorios are presented as occasional concerts in the spring of the year. Three rehearsals weekly. *No credit*

133 Band*Mr. Zellner*

Membership in the Band, which is open to men and women, depends entirely on the individual's ability and interest. The Band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Three rehearsals weekly. *No credit*

135 Orchestra*Mr. Nunemaker*

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying musical ability. Two rehearsals weekly. *No credit*



PHILOSOPHY

*Professor Richardson (Chairman)**Associate Professors Coulter and Schubart*

The courses offered by the Department are designed to provide the student with a knowledge of the literature of philosophy as an integral part of a liberal education; to help the student become aware of the philosophical implications of the ideas involved in the scientific, ethical, aesthetic, religious, historical, political, and social aspects of man's existence; to introduce him to something of the full range of philosophical questions and answers; and to aid the student in integrating the knowledge gained in all of his courses into a coherent philosophical perspective; and to help the student majoring in philosophy to build a foundation of knowledge valuable in itself, or as a basis for graduate work in philosophy or related fields.

Philosophy 102, 211 and 221 have no course prerequisites. The 200-level courses are open to freshmen with the permission of the instructor. All other courses require a previous course in philosophy or the permission of the instructor.

Major programs are planned to fit the needs and interests of the student. Students with a potential interest in graduate study in philosophy are expected to take at least 9 courses in the Department or closely related areas, with Departmental approval. Students with other objectives may arrange, in consultation with the Department, other programs which include at least 8 courses in philosophy or closely related areas.

Any course in the Department may be used toward fulfilling the distribution requirements in history, philosophy, or religion.

102 Ideas of Men

Mr. Coulter

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes, Mill, James, Hume, Kierkegaard, and Sartre.

211 Logic and Semantics

Mr. Coulter

An introduction to formal logic and a study of the uses of language with particular reference to meaning and definition; nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

221 Introduction to Philosophy

Mr. Richardson

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his own philosophy.

223 Ethics

Mr. Schubart

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and, second, the relevance of ethical theory to contemporary individual and social situations. *Prerequisite*: one course in philosophy or permission of instructor.

303 History of Philosophy: Classical Philosophy

Mr. Coulter

A study of the philosophers and philosophies of ancient Greece and Rome with emphasis on the world views developed by them. Major emphasis will be on Plato, Aristotle, and Hellenistic Neo-Platonism.

304 History of Philosophy: Medieval and Early Modern

Mr. Coulter

A study of philosophers and philosophies of Medieval Europe as these reflect the impact of Christianity, and of Early Modern Europe as these reflect the impact of modern science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

320 Seminar in Nineteenth Century Philosophy

Mr. Richardson

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and significant new constructive attempts.

321 Seminar in Twentieth Century Philosophy

Mr. Schubart

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

332 Seminar in Ethics

Mr. Schubart

The course includes a study of three topics: contemporary developments in ethical theory; analysis of the concepts of value, obligation, and justification; and the relation of ethics to economic, social, and political institutions.

334 Seminar in Aesthetics

Mr. Schubart

The course explores such topics as: the nature of art; the functions of art; aesthetic experience; aesthetic judgment; and relates aesthetics to other aspects of philosophy.

337 Seminar in Philosophy of Religion

Mr. Richardson

An analytical study of the meanings of contemporary religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts.

340 Metaphysics

Mr. Coulter

A systematic study of the major issues in the area of philosophy traditionally called metaphysics. Some issues to be discussed are: what it is to be an individual; the difference, if any, between mind and body; naturalism versus supernaturalism, idealism versus materialism; and the differences between metaphysical and scientific knowledge.

451 Independent Study

Staff

With the consent of the Department, majors may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated second semester.

456 Senior Seminar

Mr. Richardson

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems, or on one of the major contemporary philosophers.



PHYSICS

*Professors Mara (Chairman) and Haskins
Associate Professors Cowan, Daniels,
T. J. Hendrickson, and Scott
Assistant Professor Milone*

A person who becomes a physicist is curious about the ways of nature and has a strong urge to satisfy that curiosity. His success depends upon his ability to devise and perform meaningful experiments, his intuitive understanding of the way nature behaves, and his skill in casting his ideas in mathematical forms. No two physicists are endowed with precisely the same division of these talents, but every physicist must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The Department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students may pursue investigations devised by themselves, or they may assist the physics faculty in ongoing research projects. Students are encouraged to take advantage of these opportunities, since only by participating in these ways can they experience physics as the activity that it is.

In addition to the usual classrooms, seminar rooms, course laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, a planetarium, and research laboratories. The Department has well equipped nuclear physics, x-ray, optics, and electronics laboratories, and it directs the observatory. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two x-ray diffrac-

tion units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope, and spectrometers covering the range from x-rays through the infrared. All the Department's facilities plus the computer are available for use by physics students, and physics majors are encouraged to become familiar with these facilities as quickly as possible.

The minimum physics major consists of eight courses including Physics 111, 112, 211, 222, 212, and 325. This minimum major will prepare the future high school physics teacher very well. It can also prepare a student to work in industrial or government laboratories. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Physics graduates are fully prepared to pursue graduate work in physics and in allied fields such as: astronomy; astrophysics; biophysics; geophysics; aeronautical, electrical, and nuclear engineering; physiology; and space science.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Beginning with the first course taken in the Department, each major should start learning to use the computer to solve problems. Increasing facility with the computer is assumed with each succeeding course. Because of graduate school requirements and the wide literature of physics in French, German, and Russian, majors are urged to fulfill their language requirement in one of these languages.

Qualified students should apply to take the seminar courses during their upperclass years. Honor students majoring in other departments are also encouraged to enroll in these seminars. Seminars meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

Freshmen who think they may major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year. Some of the outstanding graduates of the De-

partment decided to major in physics at the end of their sophomore year.

Any two physics courses with laboratory may be used to satisfy the distribution requirement in science, but the two cannot be both Physics 101 and 111 or both Physics 102 and 112. The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

101, 102 General Physics

Mr. Hendrickson

Designed for students not majoring in science or mathematics. A basic course in the development, structure, and meaning of physics. The aims are threefold: to acquaint the student with some of the phenomena of nature and the principles devised by physicists to describe them; to enable him to solve simple physical problems; and to make him aware of the historical development and consequences of important physical ideas. Topics to be covered in Physics 101 include motion, force, work, energy, electricity, and magnetism. Topics to be covered in Physics 102 include light, space, time, special relativity, atomic and nuclear physics. If credit for Physics 111, 112 is to be counted toward a physics major, then credit for Physics 101, 102 may not be so counted. *Prerequisite:* Facility with high school algebra and geometry. Three class hours and three laboratory hours.

103, 104 Elementary Physics

Messrs. Scott and Cowan

A course designed for students majoring in biology, and enrollment is restricted to biology majors. Topics in mechanics, electricity, light, atomic and nuclear physics with time devoted to areas of special interest in biology: fluids, heat, the physics of vision and hearing, and radiation effects. *Prerequisite:* Competence in high school algebra. Three class hours and three laboratory hours.

108 Introductory Astronomy

Mr. Milone

A beginning course in analytical astronomy. An early emphasis on the celestial sphere, planetary and stellar motion, and local distance scales is followed by elementary astrophysics of the solar system and stars. This course may not be counted toward a major in physics. *Prerequisite:* algebra, geometry, and trigonometry. Three class hours.

111 Mechanics

Messrs. Mara and Daniels

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. Simple harmonic motion. Motion of particles in gravitational, electric, and magnetic fields. The rudiments of calculus and vector analysis are introduced and used throughout the course. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the department. *Prerequisite:* Mathematics 110 or 111, either of which may be taken concurrently. Four class hours and three laboratory hours.

112 Relativity, Electricity, and Magnetism

Messrs. Mara and Daniels

The special theory of relativity. Electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

211 Waves

Messrs. Cowan and Scott

Oscillations of systems with one and many degrees of freedom. Forced and damped oscillations. Propagating and standing waves, superposition principle, reflection, and modulation. Polarization, diffraction, and dispersion. Applications of the above concepts to mechanical waves, sound waves, electromagnetic waves, and de Broglie waves. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

J22 Modern Physics I

Mr. Haskins

The phenomena leading to the concepts of quantum theory: photoelectric effect, Compton effect, discrete spectra. X-ray electron, and neutron diffraction. The uncertainty principle, quantum states, and the quantum theory of atomic and nuclear structures. Physics majors are expected to take this January Term course during their sophomore or junior year. *Prerequisites:* Physics 112 and calculus.

212 Electronics

Mr. Daniels

Characteristics of vacuum tubes and transistors. Amplifiers, oscillators, switching circuits, and pulse circuits. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

305 Astrophysics

Mr. Milone

The physics of the sun and stars. The consequences of radio, photometric, and spectroscopic observations for modern theoretical astronomy. Selected topics from among stellar atmospheres and evolution; variable stars; the effects of the earth's atmosphere and ionosphere, the interplanetary and interstellar media on radiation; radio sources. Qualified students may carry on observational projects. *Prerequisites:* calculus and two courses in physics.

319 Classical Mechanics

Mr. Daniels

Coordinate frames and transformations, Hamilton's principle, Lagrange equations of motion, small oscillations, normal modes, rigid bodies, and the inertia tensor. *Prerequisites:* Physics 111 and calculus.

320 Quantum Mechanics

Mr. Cowan

Rules for combining probability amplitudes, Hermitian operators and the indeterminacy relations, the Hamiltonian operator, the Schrodinger equation, the harmonic oscillator, angular momentum, the hydrogen atom, time independent perturbation theory, the helium atom. *Prerequisites:* Physics 122 and 319. Three class hours.

325 Advanced Physics Laboratory

Messrs. Haskins and Scott

Experimental work in optics, electromagnetism, atomic physics, and nuclear physics. Error analysis and experimental techniques are stressed. Contemporary methods are emphasized. *Prerequisite:* Physics J22 and 212. One class hour and six laboratory hours.

330 Electricity and Magnetism

Mr. Mara

Static electric and magnetic fields. Maxwell's equations. Fields in matter. Time dependent fields and electromagnetic radiation. *Prerequisites:* Physics 212 and Mathematics 212. Three class hours.

332 Statistical Physics

Mr. Hendrickson

General statistical methods. Classical and statistical thermodynamics. Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics. Applications of statistical methods to selected topics in solid state physics, low temperature physics, and other fields. *Prerequisites:* Physics 122 and 319. Three class hours.

341 Modern Physics II

Mr. Haskins

Special relativity: includes four vectors, tensor analysis, electro-magnetic field tensor. Atomic physics at a level requiring quantum mechanics: includes perturbation theory, angular momentum, hydrogen fine structure and hyperfine structure, helium atom, many electron atoms. *Prerequisites:* Physics 122, 330 and 320. Three class hours and three laboratory hours.

342 Modern Physics III

Mr. Haskins

Nuclear and particle physics at a level requiring quantum mechanics: including time-dependent perturbation theory, scattering, Breit-Wigner cross-section, Mossbauer effect, isotopic spin. *Prerequisites:* Physics 341 or 441. Three class hours and three laboratory hours.

420 Quantum Mechanics I Seminar

Mr. Cowan

Covers the same topics as Physics 320. See above description of seminar courses. *Prerequisites:* Physics 122, 319, and the permission of the instructor. One seminar afternoon.

430 Electricity and Magnetism

Mr. Mara

Covers the same topics as Physics 330. See above description of seminar courses. *Prerequisites:* Physics 212, Mathematics 212, and the permission of the instructor. One seminar afternoon and one demonstration hours.

441 Modern Physics II Seminar

Mr. Haskins

Covers the same topics as Physics 341. See above description of seminar courses. *Prerequisites:* Physics 122, 320, 330, and the permission of the instructor. One seminar afternoon and three laboratory hours.

442 Modern Physics III Seminar

Mr. Haskins

Covers the same topics as Physics 342. See above description of seminar courses. *Prerequisites:* Physics 341 or 441 and the permission of the instructor. One seminar afternoon and three laboratory hours.

451, 452 Independent Study in Physics

Experimental or theoretical study or research under the direct supervision of a staff member. Work is normally reported in a paper. Open to upperclass science and mathematics majors with the approval of the Department. Conference hours and laboratory hours arranged, either or both fall and spring terms.



POLITICAL SCIENCE

Professor Jarvis (Chairman)

Associate Professor Boenau

*Assistant Professors Mott,
Scheer, Small, and Tannenbaum*

The study of politics, paradoxically, is among the oldest and the newest preoccupations of man, as old as the Greeks and as young as the post-behavioralists. It is not simply that men have always been interested in politics, but that they have been interested in it for different purposes and in different ways.

The Political Science Department has constructed a program of course offerings which introduce the student to the major fields and approaches of the discipline. The basic course, Political Science 151, is intended to introduce fundamental approaches to the study of politics and government, methodology, the development of political science as a discipline and as a profession, and the relation of political science and other social sciences. Following this, upper-level courses build on the common foundation by

focusing on more limited areas and providing analysis in greater depth. In the senior year, majors are urged to participate in small-group seminars and to take advantage of independent study, in addition to preparing an extensive research paper which is required for graduation. Through these avenues the Department fosters a sense of individual responsibility and accomplishment.

The entire program is aimed at balancing the needs of both specialists who intend to pursue graduate training and those who will receive a terminal degree from the College. Courses offered in the Department help prepare the student for careers in politics, the public service, diplomacy, the practice of law, and teaching. A knowledge of politics, moreover, is required for the intelligent exercise of the responsibilities of citizenship. Majors are encouraged to enroll in other related social studies courses.

Students wishing to major in the Department are required to take a minimum of 8 courses in political science, including work in each of the following groups:

- 1) Introduction to Political Science 151
- 2) Advanced American government: At least 1 course from the following: 221, 223, 224, 231, 311, 312
- 3) Comparative government: At least 1 course from the following: 201, 202, 203, 204
- 4) International Relations 241
- 5) Political theory: 351 or G.E. 352
- 6) The Senior Thesis 455

Political Science 151 is a prerequisite for all other courses in the Department except 101 or those courses in which permission of the instructor is granted.

Any of the following courses may be counted towards the College distribution requirement in social sciences: 101, 201, 202, 203, 204, 221, 223, 224, 231, 241, 242.

151 Introduction to Political Science

Staff

A study of the scope of political science, the methodological approaches used, and the relation of political science to the other social sciences. Special attention will be given to major research sources and reference works useful to political scientists. Required of all political science majors, beginning with students entering the College in 1971-72.



101 American Government

Staff

The institutional structure and policy-making process of government are examined as reflections of the assumptions of liberal democracy and of the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

201 European Political Systems

Mr. Boenau

An analysis and comparison of the political processes and forms of government of Great Britain, France, West Germany, and the Soviet Union.

202 Asian Political Systems

Mr. Boenau

An analysis and comparison of the political processes and forms of government of major Asian countries. Particular attention is devoted to China, Japan, and India.

203 Latin American Political Systems

Mr. Jarvis

An analysis and comparison of the political processes and forms of government of selected Latin American countries. Consideration is given to the significance of geographical, social, economic, and historical factors in Latin American politics, as well as the role of the armed forces, the church, and organized labor.

204 African Political Systems

Mr. Jarvis

An analysis and comparison of selected independent states of Africa and their political processes and forms of government. Attention is given to the significance of the colonial period, national independence movements, socio-economic and political problems of developing states, and attempts to promote regional and continental unity.

221 State and Local Government

Mr. Tannenbaum

A study of the structure, functions, and political processes of non-national government in the United States.

223 The Legislative Process

Mr. Scheer

The organization and performance of the Congress of the United States in the formulation and enactment of legislation, viewed systemically and behaviorally (i.e. in terms of individual and group actors and their interactions).

224 Presidential Politics

Mr. Scheer

The development and present structure of the United States Presidency, its functioning and its effects upon national and international affairs, with special concern for personality factors and power configurations, viewed systemically and behaviorally.

231 American Parties and Politics

Mr. Mott

An examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including social trends, interest groups, political leaders, and leadership. Two-party politics is compared to the politics of third parties, mass movements, and the New Left. Aspects of voting behavior and campaign techniques are considered.

241 International Relations

Mr. Small

An analysis of the concepts we use to think about the international political system and of the major forces governing relations among states. Attention is given to factors such as the state, power, ideology, and economics, and to techniques such as war, diplomacy, and organization.

242 American Foreign Policy

Mr. Small

The machinery and processes involved in foreign policy formation in the United States are studied. Important foreign policy crises are examined and the main lines of post-war foreign policy are analyzed.

311, 312 American Constitutional Law

Mr. Jarvis

The first term deals largely with case studies of Supreme Court decisions involving powers and limitations of the legislative, executive, and judicial branches of government and decisions involving the principles of federalism, separation of powers, and judicial review. The second term deals primarily with case studies relating to Constitutional guarantees of individual rights.

345 International Order

Mr. Small

Introduction to the institutional framework of international order. The functions of international law are explored. The tasks and problems of international organization are analyzed, with emphasis upon the United Nations Charter as the framework of contemporary world order. *Prerequisite:* Political Science 241 or permission of the instructor.

351 History of Political Thought

Mr. Boenau

A study of the development of Western political thought from the ancient Greeks to the nineteenth century.

352 Modern Political Thought

Mr. Tannenbaum

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties. Does not fulfill distribution requirement.

354 American Political Thought

Mr. Mott

An examination of the major phases of American political thought from Colonial times to the present. The outstanding contributions of intellectuals, political leaders, and Supreme Court justices are studied. Among the topics analyzed are the relation of political ideas to their underlying contemporary controversies and institutions, the efficacy and desirability of various American ideological movements, and the impact of traditional ideas on present political behavior.

400 Seminar in Scope and Methods of Political Science

Staff

A study of the various approaches used in researching and teaching political science, the development and scope of the discipline and its subdivisions. Attention will be given to significant views of leading specialists in their respective fields and recent trends. Enrollment only with permission of the instructor and designed especially for those planning to continue with graduate study.

401 Seminars

Staff

The student is offered opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment only by permission of the instructor.

a) Public Opinion, Political Manipulation, and the Democratic Myth Mr. Mott
This seminar will focus on two main themes: an examination of the nature and development of public opinion on domestic political issues, and an analysis of the role of public opinion in the democratic process. Among the specific topics considered are: major psychological and sociological factors affecting the formation and manipulation of political opinions, the interaction of public opinion and decision-making among political leaders, and the uses of communications media for public persuasion. Offered in fall semester, 1971. Enrollment only with permission of the instructor.

b) Political Violence

Mr. Scheer

Examples of organized political violence, selected and researched as events by participants individually, then viewed comparatively within the framework of explanatory, theoretical models. The emphasis is upon the behavior of individual and group actors in the "events" chosen for study, i.e. upon psychological, sociological, and special psychological data and methodology. Enrollment only with permission of the instructor. Offered in spring semester, 1972.

451 Independent Study

Staff

The student selects an approved topic for intensive study and presents his findings in the form of oral or written reports to a member of the staff responsible for supervising his research activities and reports. Open only to senior majors or with permission of the instructor. Repeated in the spring term.

455 The Senior Thesis

Staff

This course provides the opportunity for students to demonstrate their ability to engage in independent research on an approved topic, to organize the results of such study in proper form in a comprehensive paper, and to be able to defend their conclusions under the supervision of a member of the staff. Required of all senior majors. Repeated in the spring term.



PSYCHOLOGY

*Professors Mudd (Acting Chairman) and Platt
Associate Professors Frank and Shand
Assistant Professors D'Agostino and Gobbel
Instructor Strassberg*

The objectives of the Department include promoting knowledge of the basic facts and principles of human experience and behavior, with emphasis on the formation of a scientific attitude toward behavior and an appreciation of the complexity of human personality. For advanced students an attempt is made to provide a balanced program

of course offerings in both theoretical and applied psychology. Students who plan to enter graduate school for training as professional psychologists may take courses that introduce them to such areas of specialization as clinical psychology, experimental psychology, and business and industrial psychology.

The career opportunities in psychology are numerous and varied. Although college teaching and research continue to attract more well-trained psychologists than any other type of vocational endeavor, many psychologists are being employed by business and industrial organizations, public school systems, and federal, state, and local governmental agencies. One planning a career in any area of psychology should expect to spend at least a year in postgraduate study. This should be regarded as the barest minimum. Many of the best positions in professional psychology require three or four years of postgraduate training.

Psychology 101 or Psychology 103 is a prerequisite for all other courses in the Department with the exception of Psychology 131 and 210. Requirements for a major include Psychology 101 or 103, 131, 305, 341, one of the following 314, 316, 317 or 336, and three additional courses.

Students looking forward to admission to graduate school will be expected to take Psychology 311, preferably in their junior year. Such students will find that the independent study required in Psychology 451, and 453, will be excellent preparation for graduate work. Some training in college mathematics and in computer programming is strongly recommended to those planning to do graduate work in psychology. Students should consult with their advisers to be sure that they understand the necessary prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental honors in psychology are awarded to graduating majors who, in the combined judgment of the Department staff, have demonstrated academic excellence in course work and in independent research.

The following courses may be used toward fulfilling the distribution requirements in social sciences: 101, 103, 214, 220, 225, 226, and designated January Term courses.

**101 General Psychology***Staff*

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences. Credit is not given for both 101 and 103.

103 Introductory Psychology*Staff*

An introduction to psychology as empirical science. Lectures, discussions, and laboratory experience in such areas as perception, motivation, learning, intelligence, and personality. This course should be selected by students who expect to major in psychology and may be selected by others in place of 101. Not open to students who have completed Psychology 101. Three class periods and one two-hour laboratory period. May be used toward fulfilling the distribution requirement in social sciences.

131 Psychological Statistics*Messrs. Platt and Mudd*

An introduction to the descriptive and inferential statistics commonly used in psychology. Among the topics included are measures of central tendency, variability, correlation and regression, reliability, and the testing of hypotheses. No prerequisite.

210 Behavioral Economics and Social Engineering*Mr. Mudd*

An introduction to behavioral economics and the implications of that field for social planning. The roles of consumer, manager, and government planner are considered from a behavior science point of view with particular reference to the economic function of those roles in a high mass consumption society. The potential contribution of behavioral systems analysis to more effective social and economic planning is reviewed. No prerequisite is required.

214 Social Psychology*Mr. Strassberg*

This course is concerned with the understanding of human experience and behavior in social situations. Topics considered include the study of attitudes, group dynamics, leaders and leadership, propaganda, prejudice, and the implications of psychological findings for social relations on both a national and an international level.

220 Dynamics of Human Adjustment*Mr. Frank*

Utilizing learning and perception as unifying concepts students confront problems in clarifying the meaning of adjustment and develop a recognition of the need for defining the adjustment process in terms of verifiable evidence.

225 Developmental Psychology: Infancy and Childhood*Mrs. Gobbel*

A study of the psychological development of the individual from conception through pre-adolescence. A broad comprehensive view of the child is considered with an emphasis on learning and personality theories that pertain to this particular time of development.

226 Developmental Psychology: Adolescence*Mrs. Gobbel*

A study of the adolescent including the biological, the social, and the psychological factors involved in this period of development. Attention is given to the adolescent's interactions with family, school, peer group, and work, and the problems encountered in developing a sense of values and a sense of ego identity. Psychology 225 is recommended but not required.

229 The Psychology of Religious Beliefs, Attitudes, and Values*Mr. Shand*

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, religious dogmatism and prejudice, open and closed-mindedness, normal and abnormal aspects of religious experiences, beliefs, and practices. *Prerequisite:* Psychology 101 or 103; Psychology 214 or 220 or 326 recommended, but not required; junior or senior standing.

305 Experimental Methods*Messrs. Mudd, D'Agostino*

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and the design of experiments. *Prerequisite:* Psychology 101 or 103 and 131. Three class hours and three laboratory hours.

311 Psychological Tests and Measurements*Mr. Shand*

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and behavior. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite:* Psychology 131. Three class hours and two laboratory hours.

314 Assessment of Personality and Intelligence*Mr. Shand*

Experimental and correlational methods in the study of human traits and abilities, including situational tests, projective techniques, intelligence tests, rating and scaling techniques, and an introduction to factor analysis. *Prerequisite:* Psychology 305 and Psychology 311. Three class hours and two laboratory hours.

316 Perception*Mr. Mudd*

An introduction to the major classes of sensory and perceptual processes. Lectures deal with the analysis of psychophysical phenomena such as stimulus properties and thresholds, adaptation effects, illusions, constancies, meaning, and the influence of motivational states on the perceptual response. Laboratory work includes several minor and one major research study. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

317 Psychology of Learning

Mr. D'Agostino

An introductory survey of contemporary approaches to learning. In addition, recent investigations in all phases of learning are examined including a study of factors affecting the efficiency of human learning and retention. *Prerequisite:* Psychology 305. Three class hours and three laboratory hours.

321 Psychology of Personality

Mr. Strassberg

Theories of the nature of personality, including those of "depth" psychologists such as Freud, Jung, Adler, and Fromm. Special attention is given to personality traits and their organization. A survey of the methods and results of personality study. *Prerequisite:* Two courses in Psychology above the 100 level and junior or senior standing.

326 Abnormal Psychology

Mr. Shand

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. *Prerequisite:* two courses above the 100 level and junior or senior standing.

336 Physiological Psychology

Mr. Platt

A study of the relationships between behavior and cognitive processes and the physiological functioning of the organism. Emphasis is placed on the neuropsychology of sensation, perception, motivation, and memory. *Prerequisite:* Psychology 101 or 103, Biology 101, 102, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

341 History and Theories of Psychology

Mr. Mudd

A historical review of the development of basic theoretical points of view, experiments, concepts, methods, and findings which form the major part of the subject matter of psychology today. Special attention is given to empiricism, structuralism, functionalism, behaviorism, gestalt, and psychoanalysis as schools of thought which have contributed to the formation of different theoretical points of view which are evident in present-day psychology.

401 Senior Seminar

Staff

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. The topic for a given term will be announced in advance. Enrollment by permission of the instructor.

451 Independent Reading

Staff

Opportunity is given the student to do intensive and critical reading and to write a term paper on a topic of special interest to himself. In the course of his study the student will be expected to become thoroughly familiar with the various reference books, microfilms, and scientific journals which are available for library research in the field of psychology. *Prerequisite:* permission of the instructor.

453 Independent Empirical Research

Staff

The student designs and conducts an empirical study which involves the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. The research culminates in a paper. *Prerequisite:* permission of the instructor.



RELIGION

Professors Dunkelberger (Chairman), Freed, Loose, and C. A. Moore

Assistant Professors Hammann and Trone

Essential to an understanding of man is a knowledge of his religious experiences, beliefs, and institutions. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought. Normally, the student's preparation in other courses in this Department or in other departments will be taken into account in arranging his schedule.

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than twelve courses be required. The Senior Seminar (401) is required of all majors. Pre-theological students and those contemplating church vocations should consider a major in this Department.

One of the following courses will fulfill the distribution requirement in religion: 101, 102, 111, 131, 132, 133, 134, 135, 136, and 142. One other course from that list may count toward the distribution requirement in history, philosophy, or religion. All courses offered in the fall and spring terms, except for the Senior Seminar (401) and Independent Study (451), as well as some of the January Term courses may also fulfill half of the distribution requirement in history, philosophy, or religion.

Off-campus summer programs in which Gettysburg College participates, such as the Japan Seminar and the India Seminar, may with Department approval be offered, if successfully completed, as one course toward the major.

BIBLICAL STUDIES COURSES

101 History, Literature, and Religion of The Old Testament

Messrs. Moore and Freed

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archaeological data. Repeated spring term.

111 History, Literature, And Religion Of The New Testament

Messrs. Freed and Moore

A study of the origin and development of early Christianity in light of its Jewish background from about 200 B.C. to 150 A.D. It includes an investigation of the history and religion of the New Testament and a survey of the spread of Christianity through the Roman world. Repeated spring term.

201 Wisdom Literature

Mr. Moore

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites.

202 The Prophets Of The Old Testament

Mr. Moore

A study of the life and times of Israel's prophets as drawn from Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. *Prerequisite:* consent of the instructor.

311 The Life And Teachings Of Jesus

Mr. Freed

A critical survey in depth of the life and teachings of Jesus as presented in the Gospels of Matthew, Mark, and Luke. Among others, the problems of historicity and mythology in the Gospels are dealt with in an effort to learn about the life and way of Jesus. *Prerequisite:* Religion 111. Alternate years; offered 1971-72.

312 The Gospel Of John

Mr. Freed

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

313 Judaism From 200 B.C. To 500 A.D.

Mr. Freed

The history, institutions, religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including those from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101. Alternate years; offered 1970-71.

HISTORY OF RELIGIONS

142 Great Religious Personalities

Mr. Dunkelberger

A critical and comparative study of great religious personalities of the past, especially founders of religious traditions like Moses, Confucius, Gautama the Buddha, Jesus the Christ, Paul, Mohammed, Augustine, Luther, Nanak, and some recent charismatics. Evaluation will consider the historicity of evidence, the development of a tradition, the ethics attributed to the individual and the theological ideas which he may have espoused. Spring term every year.

221 Church History: To The Fifteenth Century

Mr. Trone

An historical study of all groups who claimed the name "Christian" from the post-Biblical period to the fifteenth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents. Alternate years; offered 1970-71.

222 Church History: Fifteenth To Twentieth Century

Mr. Dunkelberger

A study of the pluralistic developments of institutional Christianity from the formative sixteenth century Reformation through the periods of Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, and Ecumenism. Alternate years; offered 1970-71.

241 The Religions Of South Asia

Mr. Dunkelberger

An historical and phenomenological study of the religions of South Asia: Hinduism, Jainism, Sikhism, and Islam. Original sources in translation are investigated to promote understanding of the religious ideas, institutions, and systems involved.

242 The Religions Of East Asia And West Asia

Mr. Hammann

An examination of Buddhism, Shinto, Zoroastrianism, Judaism, and Islam and selected contemporary movements related to these historical predecessors is based on an introduction to religion as a human phenomenon. Where possible original sources in translation will be used.

RELIGIOUS THOUGHT

131 Religion And Modern Man—An Introduction

Mr. Dunkelberger

The course will explore the many ways in which religion expresses itself in the twentieth century world. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture. It involves, however, points of view from the religious traditions of Asia as they have had an impact on the contemporary scene. Fall term every year.

132 The Religious Meaning Of Being Human In The Contemporary World*Mr. Loose*

The religious experience and patterns of salvation developed by the world's major religions will be studied from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena. Students will be asked to isolate and investigate the basic issues and conflicts in which they are involved as persons in order to determine the validity of their approach to a resolution of contemporary problems. Offered fall and spring terms, alternating with 232.

133, 134 Modern Issues, Religious Perspectives*Mr. Trone*

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writings studied will change from semester to semester as new issues are raised and new answers attempted. If a student has taken 133, he may take 134 only with the permission of the instructor.

135 Religion In Fiction*Mr. Hammann*

An examination of the fictional representation of traditional religious stories. The works of Renan, Kazantzakas, Graves, Lagerkvist, Hesse, Percheron, and others will be read.

136 Religion From The Center To The Fringe*Mr. Hammann*

An historical and critical study of recent sectarian and cultic developments primarily in the western religious traditions. Such movements as Ba 'hai, Christian Science, "Mormonism," Zen in the West, Hasidism and the like will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements.

232 The Religious Meaning Of Being Responsible In Contemporary Society*Mr. Loose*

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, deviation from which leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment. Offered fall and spring terms, alternating with Religion 132.

G.E. 312 Theology And Literature*Mr. Loose*

For course description see General Education

331 History Of Christian Thought: To The Fifteenth Century*Mr. Trone*

A study of the systematic presentations of the Christian faith is made by examining the works of Church Fathers and Doctors of the Church such as Irenaeus, Origin, Augustine, and Aquinas who have influenced the theological positions of pre-Reformation churches. Alternate years; offered 1971-72.

332 History Of Christian Thought: Fifteenth To Nineteenth Century*Mr. Dunkelberger*

Beginning with late Medieval and Reformation theological expressions, the

investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered. Alternate years; offered 1971-72.

333 Contemporary Religious Thought In The West*Mr. Loose*

Primary theological literature of nineteenth and twentieth century Europe and America is studied critically. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Kierkegaard, Barth, Tillich, Hartshorne, Buber, Bonhoeffer, Altizer, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

334 Modern Critical Religious Thought*Mr. Hammann*

An examination of the critical thought about religion since about 1800. Careful attention will be given to the philosophical critique of religious language, phenomenological and sociological studies of religions, humanistic appraisals of religious experience, and the like. The class will study such authors as Feuerbach, Flew, Bellah, Eliade, Fromm, and others. *Prerequisite:* consent of the instructor.

401 Senior Seminar*Staff*

The seminar provides a supervised program of intensive research, discussion, written papers, and oral reports, emphasizing methods of interpretative analysis and requiring a knowledge of the important and current literature in the areas selected by the student. It is open to advanced students by permission of the staff.

451 Independent Study*Staff*

With the consent of the Department, a student may take a course of directed study and conferences supervised by a member of the staff. Repeated in the spring term.

RESERVE OFFICERS TRAINING CORPS

Air Force ROTC: Aerospace Studies

Professor Seamens (Chairman)

Assistant Professor Bookwalter

Assistant Instructors Zaremba and Foster

Professional Officer Course

The Professional Officer Course, taken during the junior and senior years, concentrates on three main themes; aerospace power and space operations, the concepts and practices of leadership, and the concepts and practice of management, especially as related to the United States Air Force.

301, 302 Aerospace Studies

A study of the development of airpower in the United States; Air Force concepts, doctrine, and employment as they relate to the foreign and domestic policies of the United States; future development of aerospace operations, and astronautics and space operations. Includes the United States and foreign space programs, vehicles, systems, and problems in space exploration. These subject areas are presented primarily through individual oral and written reports and group discussions. Three classroom hours per week.

311, 312 Aerospace Studies

311 Concepts of Air Force Leadership

Concepts of Air Force Leadership

This course deals with the theory and application of general concepts of leadership to Air Force situations. Group discussions, case studies, and role-playing as teaching devices will be employed. Oral and written reports will be expected. The course also includes a review of the Military Justice system.

312 Concepts of Air Force Management

Concepts of Air Force Management

This course will study the general theory and practice of management with special reference to the Air Force. The student will be introduced to information systems, quantitative approaches to decision making, and resource control techniques used by successful Air Force managers. Participation in problem-situation exercises and field trips, and oral and written student reports will be expected.

Army ROTC: Military Science
Professor Campbell (Chairman)
Assistant Professors Wetzel and Anderson
Assistant Instructors Bailey and Rarick

301, 302 Advanced Course, Junior

Instruction in and practical application of the principles and techniques of leadership and management with emphasis on the leader's role in directing and coordinating individual and military team efforts. Three classroom periods and one leadership laboratory. *Prerequisite:* six-week basic summer camp between sophomore and junior years.

311, 312 Advanced Course, Senior

Advanced instruction in leadership and management skills and their practical applications, an overview of Army organization and a general concept of teamwork involved in military operations. Three classroom periods and one leadership laboratory. *Prerequisite:* MS 301-302.



ROMANCE LANGUAGES AND LITERATURES

Professor Kurth (Chairman)
Associate Professors Barriga, Lenski
Assistant Professors Berterand, Crane, Hendrickson,
and Weaner
Instructors Godman, Quinn, and Richards

The chief aim of the basic courses offered by the Department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. French 101-102 and Spanish 101-102 students must spend at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include French or Spanish 301, 302 and seven additional courses above the 202 level. French majors may substitute French 303 for French 302. These requirements may be waived in special cases at the discretion of the Department.

Courses for majors are also offered in January. However, majors in French or Spanish may count only one January course in their respective majors toward the major requirements.

The following courses may be counted toward the distribution requirement in literature: French 205, 206, 310, 315, 319, 320, 320, 323, 324, 328, 331, 332, 337; Spanish 205, 206, 305, 306, 310, 311, 315, 320, 321, 324, 334, 340. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of 202 or 206 or a 300-level course. Most students take both 201 and 202. Achievement equivalent to 202 may be demonstrated by an Advanced Placement examination or a Departmental qualifying examination. French or Spanish 205, 206 when taken together satisfy both the foreign language requirement and the literature requirement. A student who shows unusual proficiency in 201 may, with consent of the Department, take 206 and thereby fulfill the language requirement and half the literature requirement.

FRENCH

101-102 Elementary French *Staff*
 Fundamentals of speaking, reading, and writing French.

201, 202 Intermediate French *Staff*
 Practice in oral and written expression and grammar review; reading and discussion of French prose as a first contact with French culture.

205, 206 Masterpieces Of French Literature *Staff*
 These courses have two objectives, skill in reading French prose for comprehension, and reading a significant amount of French literature of literary and cultural merit. These courses are not translation courses and will be conducted in French. They differ from 201, 202 in that they emphasize reading for comprehension of content.

301, 302 Advanced French Composition And Conversation *Staff*
 Exercises in directed and free composition; group discussion and presentation of individual speeches; review of grammar and syntax at an advanced level

303 Phonetics And Diction *Miss Godman*
 Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course.

310 Development Of The Novel As A Genre

Mr. Lenski

Study of the form and function of the novel from the Renaissance to the present. Representative examples will be read in their entirety.

315 Literary Texts Of The Renaissance

Mrs. Bertrand

Study of the intellectual endeavors of the sixteenth century in France. Prose writers such as Rabelais, Calvin, and Montaigne will be studied. The poetry of the Grands Rhetoriques and that of La Pléiade.

316 History Of French Civilization

Mrs. Bertrand

A study of the political, social, and cultural development of the French nation from Merovingian times to the present. *Prerequisite:* French 202 or equivalent

319 Seventeenth Century Theatre

Mr. Kurth

French drama, comedy, and tragedy of the classical period. Corneille, Molière, and Racine.

320 Lyric Poetry

Miss Richards

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, the Symbolists, and the Surrealists. *Explication de texte* will be used extensively.

323 French Philosophic Thought From The Classical Age To The Enlightenment

Mrs. Godman

Study of outstanding figures in the development of French philosophic thought from Descartes and Pascal to Diderot, Rousseau, and Voltaire.

324 Nineteenth Century Theatre

Miss Godman

A study of the most representative plays of Romantic Drama followed by an analysis of the Realist, Naturalist, and Symbolist reactions, from Hugo to Jarry.

328 Nineteenth Century Prose

Mr. Kurth

Study of the major writers who illustrate the Romantic, Realist, Naturalist, and Symbolist trends in French literature.

331 The Minor Genres (Moralists, Essayists, Memorialists)

Mr. Kurth

A study of the moralist tradition in French literature from Montaigne, La Rochefoucauld, and La Bruyère to Gide and Alain. The texts analyzed in this course will be chosen from among the vast body of minor genres such as articles, letters, maxims, speeches, intimate journals, anecdotes.

French 332 Contemporary French Theatre

Mr. Lenski

Study of major trends in modern French drama. Claudel, Cocteau, Anouilh, Sartre, Camus, Ionesco, Beckett, Genet.

337 Contemporary French Novelists And Their Craft

Mr. Lenski

A study of modern fictional techniques through close analysis of representative novels by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet.

401 Seminar

Staff

An intensive study of a particular aspect of French literature, civilization, or philology, to be determined by the instructor in consultation with students registered for the course. *Prerequisite:* consent of the instructor.

403 Independent Study

Staff

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the instructor.

SPANISH**101-102 Elementary Spanish**

Staff

A course dealing with the basic structural concepts and speech patterns of the Spanish language. An effort is made constantly to build oral proficiency, develop the student's ability in unified writing, and to introduce him to reading and culture. Through the required use of the language laboratory, the student has an added opportunity to strengthen his comprehension and speaking ability.

201, 202 Intermediate Spanish

Staff

This course is designed as an intensive review of structural patterns, with increased unified writing and speaking. Emphasis on reading of cultural and literary material.

205, 206 Masterpieces Of Spanish And Spanish-American Literature

Staff

These courses have two objectives: skill in reading modern Spanish prose for comprehension, and reading a significant amount of Spanish literature of literary and cultural merit. These courses are not translation courses and will be conducted in Spanish. They differ from 201, 202 in that they emphasize reading for comprehension of content.

301, 302 Advanced Spanish Conversation And Composition

Staff

Through constant speeches, debates, and classroom discussion, the student is expected to reach a relatively advanced level of speaking and understanding oral Spanish. Frequent compositions will develop the student's ability to write. Periodicals and newspapers are used to follow cultural and linguistic trends.

305, 306 Major Trends In The Literature Of Spain (Origins To 1700, 1700 To Present)

Mr. Barriga and Mrs. Hendrickson

How the Castilian language and the literature of Spain were born. Historical and geographical background. The development of the poetry, discussion of the literary features of the masterpieces of the literature of Spain from the eleventh century until today.

310 Development Of The Spanish Novel

Mr. Barriga and Mrs. Hendrickson

Major trends and developments in the Spanish novel from its beginnings to the present. Through selected novels in the classroom and collateral reading, the student is expected to gain an understanding of the position and importance of the novel in Hispanic letters.

311 Development Of The Theatre In Spain

Mr. Barriga, Mrs. Hendrickson, and Mrs. Weaner

The drama in the history of the literature of Spain from its origin in the Middle Ages until the twentieth century. Emphasis on the "Siglo de oro" and the theatre of the nineteenth and twentieth centuries.

315 Great Spanish Thinkers

Mr. Barriga and Mrs. Weaner

A course dealing with non-fictional prose and analysis of the philosophy and thought of such writers as Miguel de Unamuno, Jose Ortega y Gasset, and others.

318 The Essence Of Spain

Mr. Barriga and Mrs. Hendrickson

A course which promotes a better understanding of the background of the country and its people through a study of the history and culture from its origins to the present. Conducted in Spanish. *Prerequisite:* Spanish 202 or equivalent.

320 Lyric Poetry

Mr. Barriga, Mrs. Hendrickson, and Mrs. Weaner

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed.

321 Spanish America Through Its Literature

Mr. Barriga and Mrs. Weaner

Study of the essay, the short story and especially the poetry of Spanish America, from the pre-Columbian era until today. Reading and discussion of the literary aspects of the masterpieces of the last five centuries. Historical, political, racial, and geographical influences in the literature of Spanish America.

323 Contemporary Latin American Concerns

Mr. Barriga, Mrs. Hendrickson, and Mrs. Weaner

A discussion course dealing with social, artistic, economic, and political problems of present-day Latin America. Collateral readings and reports by the student serve to enhance his understanding of the Latin American people, their culture, and the concerns of their contemporary world.

324 Contemporary Spanish-American Novel And Short Story—Magic And Revolution

Mrs. Hendrickson and Mrs. Weaner

A course with representative contemporary novelists and short-story writers of social and literary importance.

334 Literature And Society

Mrs. Weaner

Literature both as a reflection of society and as an influence upon that society will provide the main theme of this course. Works from various periods will be analyzed and discussed to gain better understanding of the role of literature in the life and culture of a people.

340 The Novels Of Cervantes

Mr. Barriga

The "Novelas ejemplares." The Quijote of 1605. The Quijote of 1615. Study of the various interpretations of the meaning of the contrasts between the two worlds of Don Quijote.

401 Seminar

Staff

An intensive study of a particular aspect of Spanish literature, civilization, or philology, to be determined by the instructor in consultation with students registered for the course. *Prerequisite:* consent of the instructor.

403 Independent Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the instructor.



SOCIOLOGY AND ANTHROPOLOGY

*Professor Hook (Chairman)
Assistant Professor Tannenbaum
Instructors Dickinson and Hinrichs*

Sociology is the study of man's interaction with man and the patterns of human relationships that develop therefrom. Anthropology is a study of human beings and their cultures which attempts to understand man through a study of men.

The Departmental curriculum is directed by content and sequence toward the analysis of the behavior of human beings in terms of the structure and composition of the social groups in which they live. Courses emphasize concepts and theories of sociology, the discovery of principles and uniformities which give meaning and order to social and cultural life, comparative studies of societies and cul-

RUSSIAN (See German)

tures, the construction and testing of scientific hypotheses, and study in depth of selected aspects of culture and society in contemporary contexts.

In addition to providing preparation for college teaching and positions in social work and social welfare, work in the Department leads to a wide choice of careers in the ministry, law, public service, business, and teaching at elementary and secondary levels. The program prepares students for graduate study in sociology and social work.

Concentration in sociology and anthropology requires the successful completion of nine courses in the Department. Sociology 101 is prerequisite to all other sociology courses except as otherwise indicated or with permission of the instructor. Exemption from Sociology 101 is possible through satisfactory performance in a written examination in basic sociology. Sociology 101, 302, 303, 304, 401, and Anthropology 102 or 103 are required of majors. A major must elect three additional courses from the offerings in sociology and anthropology. Sociology 451 must be one of the electives in order for a student to be considered for Departmental honors. Supporting courses for the major are normally chosen from the following fields: economics, history, political science, and psychology.

Sociology 101, 201, 202, 203, 206, 207, 208, 209, 212, 304, Anthropology 102, 103, 210, 305, and certain January Term courses may be used toward fulfilling distribution requirements in social science.

SOCIOLOGY

101 Introductory Sociology

Staff

A study of the basic structure of human society; the development of principles and basic concepts used in sociological analysis and research; emphasis is given to such topics as culture, socialization, collective behavior, social stratification, and social change.

201 Issues in Contemporary Society

Mr. Tannenbaum

Analysis of the forces giving rise to the public issues in industrial societies. Survey of problems relating to technology, bureaucracy, and political factors. Topics include war, unemployment, poverty, leisure, automation, and other areas of social concern.

202 Social Stratification

Mr. Tannenbaum

The nature of human social organization. Social structures of feudal and primitive societies are analyzed. Theories of class structure of selected theorists



are explored. Special emphasis is given to the American class system and to the social and political consequences of economic stratification, status systems, and social mobility.

203 Population

Mr. Tannenbaum

A consideration of population changes in the United States and in other areas of the world and their impact on social organization, resources, and environment.

205 Sociology of Religion

Mr. Hook

A study of religion as an important institutional structure in the social system and in terms of functional theory; an examination of religious beliefs and practices in non-literate societies; the historical development of religion in America analyzed in terms of sociological concepts and the total sociocultural environment.

206 Sociology of the Family*Mr. Hook*

The family in social context. Intensive study of American family structure, with emphasis on such topics as theories of family change; mate selection; racial, ethnic, and class variations; sexual involvement; divorce and remarriage. Historical development and contemporary cross-cultural comparisons are considered. Case studies are analyzed in terms of various sociological theories and research findings. No prerequisites.

207 Criminology*Mr. Hinrichs*

Introduction to and delineation of the field of criminology and criminal law to include an analysis of current data on the extent of crime. Examination and evaluation of theories relative to sociocultural, psychological, and biological factors involved in the development of the criminal. Discussion of the societal reaction to crime and the present system of criminal justice with special emphasis on contemporary correctional procedures.

208 Urban Sociology*Mr. Hinrichs*

A study of urbanism in world perspective to include the historical development of cities and the variety of forms cities take around the world. Examination of contemporary urban dynamics in order to assess and evaluate the present and future roles of cities and the conditions necessary to make them a viable form of social organization. Special attention is given to problems of the modern metropolitan and megalopolitan communities.

209 Racial and Ethnic Relations in America*Mr. Hook*

A comprehensive study of ethnic and minority relations in the United States. Examination of such topics as sources and consequences of prejudice and discrimination; the dynamics of controversy; and minority-majority patterns in transition. Examination of Negro-American, Jewish, American Indian, Mexican-American, Japanese-American, Chinese-American, and Puerto Rican minorities.

212 Social Deviation*Mr. Hinrichs*

Examination of the concept of social deviation and exploration of various theories of deviance. Emphasis is given to conflict, structural-functional and interactionist perspectives. Topics include alcoholism, drug addiction, homosexuality, juvenile delinquency, and prostitution.

301 Sociology of Social Welfare*Mr. Hinrichs*

A study of welfare institutions as they relate to the social structure. Discussion of the development of the social work philosophy and practice with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in case work, group work, and community organization.

302, 303 Methods of Sociological Investigation*Mr. Tannenbaum*

A two-semester course exploring the various elements in the research process: research planning, research design, and various quantitative and qualitative techniques used to gather, analyze, and report data.

304 The Development of Sociological Theory*Mr. Hook*

A systematic survey of major social theorists since the middle of the last century, including such writers as Comte, Spencer, Marx, Durkheim, and Weber. A

study of the thought and influence of such men as Sumner, Ward, Small, Sorokin, Parsons, and Merton in the development of American sociology. Selected theoretical formulations of central issues in contemporary sociology.

401 Seminar*Staff*

Group study of a topic of sociological interest under the guidance of the Department. Small seminars will enable students to discuss the problems, procedures and findings related to the area of interest.

451 Research Course*Staff*

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a member of the Department. Presentation of a formal paper incorporating the results of the research. Required for Departmental honors. Juniors and seniors.

ANTHROPOLOGY**102 Introduction to Anthropology: Bio-Cultural Evolution***Mr. Dickinson*

A survey of pre-history attending to biological and/or cultural changes comprising human evolution and the interrelationships between these two aspects.

103 Introduction to Anthropology: Social-Cultural Anthropology*Mr. Dickinson*

A study of human social institutions and cultures, and of theories which purport to account for the origin, maintenance or change in these.

210 Culture Change*Mr. Dickinson*

A critical examination of selected theories of culture change to determine: (1) the presuppositions inherent in each; (2) the practical value of such theories in accounting for actual examples of culture change; (3) the possibility of employing these theories in predicting and/or directing future culture change.

211 Ethnography of Meso-America*Mr. Dickinson*

A study of the present-day Indian cultures and societies of Southern Mexico and Central America, with emphasis on the continuity of cultural patterns over long time spans and on problems arising from culture contacts.

305 World Cultures*Mr. Dickinson*

An examination of several cultures which exemplify varying forms of socio-economic integration.

SPANISH (See Romance Languages)

SPEECH (See English)

THEATRE ARTS (See English)

GETTYSBURG



SCHOLARSHIPS, FELLOWSHIPS, AND PRIZES

MEMORIAL FUND

James Milton Smith Memorial Fund Contributed by Mrs. Emma Hancock Smith as a memorial to her son James Milton Smith.

ENDOWED SCHOLARSHIPS

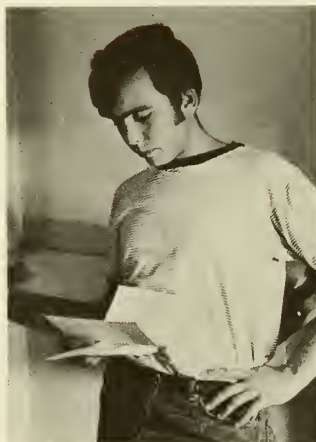
Richard A. Arms Scholarship Fund The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund The income from a fund donated by the Woman's League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.



Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Edward B. Buller Scholarship Fund The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York in honor of the Rev. Edward B. Buller (1923), is awarded to a deserving student, preference being given to a student from Good Shepherd congregation or to another deserving Lutheran student.

Cambridge Rubber Foundation Scholarship Fund The income from the fund given by the Foundation is awarded to a qualified male student.

Class of 1903, George S. Rentz Memorial Fund The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund The income from the fund is awarded to a needy and deserving sophomore.

Class of 1918 Scholarship Fund The income from the fund is awarded to needy, deserving students.

Class of 1921 Scholarship Fund The income from the fund is awarded to a needy and deserving student.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck Memorial Scholarship Fund The income from a bequest is awarded to a graduate cum laude of the Wyoming Seminary, of the Protestant faith.

Dr. Daniel F. Garland (1888) Scholarship Fund The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund The income from a fund given by Mr. Hamme is awarded to a deserving student.

Edgar L. Hildebrand Scholarship Fund The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to a worthy student of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund The income from a fund donated by the Kauffmans is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or to premedical or preministerial students.

Hon. Hiram H. Keller (1901) Scholarship Fund The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity. Application for these scholarships should be made directly to Mr. Carl E. Kirschner, Hazleton, Pennsylvania.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund The income from a fund given by John M. McCollough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship Fund The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund The income from a fund given in memory of Frank M. Long is awarded to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

The J. Andrew Marsh Memorial Scholarship The income from the fund is awarded each year to the Junior male student of Gettysburg College who best exemplifies the "whole man" concept through his positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extra-curricular. Priority is given to candidates in the Air Force R.T.T.C. program.

Charles H. May (1904) Scholarship Fund The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

J. Elsie Miller Scholarship Fund The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund The income from a bequest by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Musselman Scholarship Fund The income from a fund established by The Musselman Foundation, to be awarded to a deserving student with preference given to sons or daughters of employees of the Musselman Fruit Products Division, Pet Incorporated.

Nellie Oller and Bernard Oller Memorial Scholarship Fund The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. Scholarship Award The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter is awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the Department of Physics.



Philip P. Rudhart Scholarship Fund The income from a bequest by Emma R. Binnix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship Fund The income from a fund given by Mr. and Mrs. J. M. Arnold Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Memorial Scholarship Fund The income from a bequest of Margie A. Smith in memory of her father will be awarded when the principal reaches a stated sum.

Mary Ann Ocker Spital Scholarship Fund The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope Scholarship Fund The income from a fund contributed by Warren L. Swope (1943), a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund The income from a fund contributed by alumni and friends of the Gettysburg College Choir, is given to a needy and deserving student in the Music Department.

Dr. Rufus B. Weaver (1862) Scholarship Fund The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf Scholarship Fund The income from a fund contributed by Dr. Spurgeon M. Keeny in honor of the Rev. Norman S. Wolf (1904) is awarded to a worthy student, preference being given to a student who is fatherless.

OTHER AID FOR STUDENTS

Aero Oil Company Scholarship The award provided annually by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Frank D. Baker Scholarship Fund An award is available to aid worthy students in immediate need.

Lutheran Parent Education Society Scholarship An award is given to a needy and deserving Lutheran student, preferably one interested in church vocations. This award is provided by the College in recognition of the efforts of the Parent Education Society over many years to assist worthy young men in preparing for the Lutheran ministry.

Guy L. Moser Fund Mr. Guy L. Moser established a trust fund to support grants to needy male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Application for these grants should be made directly to the Reading Trust Company, Trustee, Reading, Pennsylvania.

Presser Foundation Scholarship An award provided by the Presser Foundation, Philadelphia, is given to a qualified student in the Music Department.

Sons of Union Veterans of the Civil War Scholarship An award provided by the Sons of Union Veterans is given to a worthy student.

LOAN FUNDS

Alumni Loan Fund Loans are available to members of the senior class from the Alumni Loan Fund, established by the Alumni Association and augmented by individual and class contributions. Applicants need at least one approved endorser of their note. The loan is interest free until one year after the borrower's class has been graduated, after which it bears interest at the rate of 6 percent per year.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor. This fund is used to assist worthy students under the same conditions as the Alumni Loan Fund.

Milton T. Nafey and Mary M. Nafey Student Loan Fund A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents. This fund is administered under the same terms as the Alumni Loan Fund.

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a fall honors program in October or a Spring Honors Convocation held in May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are not eligible for prizes and awards.

AAL Lutheran Campus Scholarships Aid Association for Lutherans makes available scholarship funds each year to assist students who hold membership with the association in their own name. Selection of recipients is made by the college.

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

The Charles W. Beachem Athletic Award The Physical Education Department presents a cup in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior male student.

Beta Beta Beta Junior Award The award is given to a worthy junior biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences through the middle of the junior year of college work.

Beta Beta Beta Provisional Award The award is given to a worthy biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences through the middle of the sophomore year.

C. E. Bilheimer Award The award is given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his own research and to the research activities of the Chemistry Department.

John M. Colestock Award The award, contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.



College President's Award: Aerospace Studies An engraved desk writing set is awarded to an outstanding senior in the Air ROTC program chosen on the basis of academic performance, Air Force Officers Qualifying Test scores, leadership potential, and participation in activities.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence; military performance, especially leadership ability; character; industry and initiative; and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award The family of Anthony di Palma (1956), presents a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of the Sigma Chi fraternity.

The Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

French Cultural Counselor's Award A medal presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during his freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during his freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Award Two awards established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

The Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

The Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell, class of 1924, in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology.

Hassler Latin Prize The income from a fund, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his work in the Department of Education.

The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Lutheran Brotherhood Scholarship Awards Three awards established by the Lutheran Brotherhood Life Insurance Society are given to juniors who are Lutherans and who qualify by reason of religious leadership, academic ability, and other characteristics.

Lutheran Youth Leadership Awards Four awards established by the Lutheran Brotherhood Life Insurance Society are given to freshmen who are Lutheran and who qualify by reason of leadership, scholastic achievement, character and need.

Military Memorial Prizes The income from a fund contributed by alumni and friends of the College is awarded on an equal basis to the two students, one in Military Science and one in Aerospace Studies, who have attained the highest standing in the advanced course of the Reserve Officers' Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

William F. Muhlenberg Award The income from a fund is awarded to a junior on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Pennsylvania Institute of Certified Public Accountants' Award A book is presented to the senior student in accounting who excels academically and demonstrates qualities of leadership.

Phi Delta Theta Alumni Award This award is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College 1935-1968, for the student who is majoring in mathematics and has the highest average through the middle of the junior year.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the music performing organizations, and has an average of 2.7 or better in his major.

Phi Sigma Iota Prize Awards are given to the two members presenting the best papers to the fraternity.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

The Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce '71 is awarded annually to that male senior major who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Psi Chi Award The award is given to the senior psychology major who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award The sum of \$15 is awarded to the junior psychology major who displays the greatest potential and initiative.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Sceptical Chymists Prize To encourage the presentation of meritorious talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating senior woman who holds the highest academic average among music majors.

Sigma Alpha Iota Dean's Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901) is awarded to a senior chemistry major on the basis of his grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Student Affairs Committee Award A citation is awarded to a student in recognition of the quiet influence he has exerted for the improvement of the campus community.

Teachers College Book Prize A book on the topic of education is presented through Teachers College, Columbia University, to the junior who expresses the most constructive interest in educational issues.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Samuel P. Weaver Scholarship Foundation Prizes Prizes, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Earl E. Ziegler Mathematics Award The income from a contribution by Professor Earl E. Ziegler is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

GETTYSBURG



REGISTER

BOARD OF TRUSTEES¹

PAUL H. RHOADS (1960), *Chairman*
Attorney, Harrisburg, Pa.

LAVERN H. BRENNEMAN (1962), *Vice-Chairman*
President, York-Shipley, Inc. York, Pa.

IRVIN G. ZIMMERMAN (1966), *Secretary*
Vice-President, The Bell Telephone Company of
Pennsylvania, Philadelphia, Pa.

JOHN W. AMATUCCI (1967), *Alumni Trustee*
President, Amatucci Chevrolet, Inc. Wheaton, Md.

DANIEL J. ANDERSON (1964)
Attorney. Washington, D. C.

JOHN A. APPLE (1953-1964) (1965)
President, Butter Krust Baking Company. Sunbury, Pa.

HAROLD BRAYMAN (1969)
Wilmington, Delaware

ALBERT R. BURKHARDT (1970), *Maryland Synod Trustee*
Pastor, Christ Lutheran Church. LaVale, Md.

PAUL E. CLOUSER (1967), *Central Pennsylvania Synod Trustee*
Attorney. Harrisburg, Pa.

CHARLES W. DIEHL (1965), *Alumni Trustee*
York, Pa.

WILLIAM S. EISENHART, JR. (1967)
Attorney. York, Pa.

DONALD E. ENDERS (1969), *Alumni Trustee*
Associate Professor of Education, Bloomsburg State
College, Bloomsburg, Pa.

ROBERT B. FORTENBAUGH (1970), *Alumni Trustee*
Chemist, American Cyanamid. Princeton, N. J.

W. KENT GILBERT III (1966), *Alumni Trustee*
Executive Secretary, Board of Parish Education,
Lutheran Church in America. Philadelphia, Pa.

MILLARD E. GLADFELTER (1958)
Chancellor, Temple University. Philadelphia, Pa.

J. DONALD GLENN (1964)
Lancaster, Pa.

CARL ARNOLD HANSON (1961), *ex-officio*
President, Gettysburg College. Gettysburg, Pa.

JOHN A. HAUSER (1967)
President, Musselman Division, Pet, Inc. Biglerville, Pa.

C. HAROLD JOHNSON M.D. (1964)
Pathologist and Cardiologist. Gettysburg, Pa.

MRS. JOSIAH W. KLINE (1962)
Harrisburg, Pa.

EARL E. MANGES (1967), *Maryland Synod Trustee*
Attorney. Cumberland, Md.

ALFRED L. MATHIAS (1965)
Upperco, Maryland

HOWARD J. McCARNEY (1966), *ex-officio*
President, Central Pennsylvania Synod, Lutheran
Church in America. Harrisburg, Pa.

RALPH W. McCREARY (1964)
McCreary Tire and Rubber Co. Indiana, Pa.

JOHN M. MUSSELMAN (1968), *Alumni Trustee*
Attorney. Harrisburg, Pa.

PAUL M. ORSO (1968), *ex-officio*
President, Maryland Synod, Lutheran Church in
America. Baltimore, Md.

JOHN S. RICE (1939-1968) (1969)
Gettysburg, Pa.

HENRY M. SCHARF (1969)
Gettysburg, Pa.

JOSEPH T. SIMPSON (1966)
President, Harsco Corporation. Harrisburg, Pa.

WALTER S. SMITH (1969), *Central Pennsylvania Synod Trustee*
Pastor, St. James Lutheran Church. Huntingdon, Pa.

¹The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

WILLIAM H. B. STEVENS (1959)

Partner, Latham-Stevens Company. Harrisburg, Pa.

HERMAN G. STUEMPFLE, JR. (1965), *Central Pennsylvania Synod Trustee*

Professor, Lutheran Theological Seminary. Gettysburg, Pa.

F. WILLIAM SUNDERMAN, M.D. (1967)

Director, Institute for Clinical Sciences, Philadelphia, Pa.

RAYMOND A. TAYLOR, M.D. (1966)

Radiologist, York Hospital. York, Pa.

HOWARD TREXEL (1963), *Central Pennsylvania Synod Trustee*

Supervising Principal, Somerset Area Schools. Somerset, Pa.

ROBERT M. WACHOB (1964)

President, The Bell Telephone Company of Pennsylvania. Philadelphia, Pa.

CHARLES W. WOLF (1970)

Attorney. Gettysburg, Pa.

Trustees Emeriti

George E. Allen

Clyde E. Gerberich

Paul R. Sieber, Sr.

Chester S. Simonton

Clarence A. Wills

THE ADMINISTRATION

(As of Jan. 1, 1971)

CARL ARNOLD HANSON

President

B.A., University of Akron; Ph.D., Cornell University;

LL.D., University of Akron; L.H.D., Roanoke College

PAUL G. PETERSON

Administrative Assistant to the President

B.A., St. Olaf College; M.S.M., Union Theological Seminary

JOHN W. VANNORSDELL

Chaplain

B.A., Harvard University; B.D., Lutheran Theological Seminary, Philadelphia

H. GERALD KNOCH, JR.

Assistant Chaplain

B.A., Harvard College; B.Th., Yale Divinity School

LAWRENCE RECLA

Campus Ministry Intern

B.A., Bloomsburg State College

JAMES D. PICKERING

Dean of the College

B.A., M.A., Wesleyan University; Ph.D., Columbia University

ELIZABETH B. MARTIN

Director, January Term

B.A., Wayne State University; M.A., University of Rochester

RICHARD K. WOOD

Director of Computing Facilities

B.A., Earlham College; M.S., (2) University of Wisconsin

MARTIN H. CRONLUND

Associate Dean of the College

B.A., Gettysburg College; M.A., Temple University

JULIUS G. HLUBB

Director of Admissions

B.A., Gettysburg College; M.Ed., The Johns Hopkins University; Ed.D., The George Washington University

MUREL BEATTY

Admissions Counselor

A.B., Bishop College

G. RONALD COUCHMAN

Admissions Counselor

B.A., Gettysburg College

DELWIN K. GUSTAFSON

Admissions Counselor

B.A., Augustana College; J.D., University of
Nebraska, College of Law

JANET O. R. SMITH

Admissions Counselor

MILDRED H. HARTZELL

Registrar

B.S., Gettysburg College

LILLIAN H. SMOKE

Librarian

B.A., Juniata College; B.S.L.S., Columbia University

SARAH B. WESTINE

Readers' Service Librarian

B.S., Simmons College

DORIS M. KEMLER

Audio-Visual and Reserve Librarian

B.S., M.A., University of Minnesota

NANCY C. SCOTT

Technical Services Librarian

B.A., M.L.S., University of Pittsburgh

ANNA JANE MOYER

Assistant Readers' Services Librarian

B.A., Susquehanna University; M.S.L.S., Drexel
Institute

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Assistant Acquisitions Librarian

B.A., University of Oklahoma; M.S.L.S., Florida
State University

MARJORIE S. CRISMAN

Assistant Serials/Documents Librarian

B.A., Wichita State University

FRANCES H. PLAYFOOT

Assistant Technical Services Librarian

B.A., The George Washington University

FRANK B. WILLIAMS

Dean of Students

B.A., M.A.T., Wesleyan University; Ed.D., University
of Pennsylvania

NANCY C. LOCHER

Dean of Women

B.A., Mary Baldwin College; M.A., University of
North Carolina

W. RAMSAY JONES

Dean of Men

B.A., Gettysburg College

FRANCES PARKER

Resident Advisor for Women

B.A., M.A., University of Kentucky

DAVID F. THOMSON

Resident Advisor for Men

B.A., Gettysburg College

HOMER A. WOOD

Director of Financial Aid and Career Counseling

B.S., M.S., University of Pennsylvania

WILLIAM H. JONES

Coordinator of Counseling

B.A., Eastern Nazarene College; M.A., University of
Wisconsin

ROBERT H. DEPEW

Counseling Psychologist

B.S., Virginia Commonwealth University

J. MICHAEL McGRATH

Consulting Psychiatrist

B.S., University of Notre Dame; M.D., Temple
University School of Medicine

EDWARD F. McMANNES

Director of the Student Union Building
B.S., M.S., East Texas State University

DOUWEL RADSMA

College Physician
M.D., University of Amsterdam

HAROLD O. CLOSSON, JR.

Assistant College Physician
B.S., M.D., Creighton University

F. STANLEY HOFFMAN

Business Manager and Treasurer
B.S., M.S., Gettysburg College

DONALD G. YODER

Assistant to the Business Manager for Auxiliary Enterprises

JAY P. BROWN

Bursar

REX MADDOX

Superintendent of Buildings and Grounds

NICHOLAS P. SCHINDELER

Superintendent of Engineering and Construction

LAWRENCE JACKSON

Bookstore Manager
A.B., Wittenberg University

ROBERT E. BUTLER

Director of Development
B.A., M.A., Wesleyan University; Ph.D., Rutgers—The State University

MILDRED D. JOHNSON

Administrative Assistant, Office of Development
B.A., Gettysburg College

RICHARD E. WALKER

Assistant Director of Development for Estate Planning
B.A., Gettysburg College

J. CRIST HOFFMAN

Alumni Secretary
B.A., Gettysburg College; M.A., Colgate University

ROSEA ARMOR

Administrative Assistant, Alumni Office

WILLIARD G. BOOKS

Director of Public Relations

candidates in the Air Force R.O.T.C. program.
B.A., Adrian College

JAMES A. KALBAUGH

Public Information Officer
B.A., University of Dubuque

ROBERT B. KENWORTHY

Sports Information Officer

THE FACULTY (As of Jan. 1, 1971)

CARL ARNOLD HANSON
President

1961-

B.A., University of Akron; Ph.D., Cornell University;
LL.D., University of Akron; L.H.D., Roanoke College

JAMES D. PICKERING

1954-

Dean of the College, Professor of English

B.A., M.A., Wesleyan University; Ph.D., Columbia University

Emeriti

WILBUR E. TILBERG

1927-1955

Dean of the College, Emeritus

B.A., Bethany College; M.A., University of Kansas;
Ph.D., University of Wisconsin

¹Members of the faculty are listed alphabetically within rank. The dates given indicate the years of service on the faculty.

ALBERT BACHMAN	1931-1963	MILTON L. STOKES	1950-1965
<i>Professor of Romance Languages, Emeritus</i>		<i>Professor of Economics, Emeritus</i>	
Ph.D., University of Zurich; Agregation, University of Zurich; Ph.D. Columbia University		B.A., M.A., LL.B., University of Toronto; Ph.D., University of Pennsylvania	
M. ESTHER BLOSS	1953-1968	EARL E. ZIEGLER	1935-1968
<i>Professor of Sociology, Emeritas</i>		<i>Professor of Mathematics, Emeritus</i>	
B.A., Cornell University; M.A., Ph.D., Columbia University		B.S., M.S., Gettysburg College	
HENRY T. BREAM	1926-1969	JOHN B. ZINN	1924-1959
<i>Professor of Health and Physical Education, Department Chairman, Emeritus</i>		<i>Professor of Chemistry, Emeritus</i>	
B.S., Gettysburg College; M.A., Columbia University		B.S., Gettysburg College; Ph.D., The Johns Hopkins University	
EDITH FELLEBAUM	1963-1968	<i>Professors</i>	
<i>Professor of Education, Emeritas</i>		NORMAN L. ANNIS	1960-
B.A., Gettysburg College, M.A., The Johns Hopkins University		<i>Professor of Art</i>	
JOHN G. GLENN	1925-1966	B.A., University of Northern Iowa; M.F.A., University of Iowa	
<i>Pearson Professor of Classics, Emeritus</i>		ROBERT D. BARNES ¹	1955-
B.A., M.A., Wesleyan University; Ph.D., Princeton University		<i>Dr. Charles H. Graff Professor of Biology</i>	
WILLIAM D. HARTSHORNE, JR.	1928-1959	B.S., Davidson College; Ph.D., Duke University	
<i>Professor of Romance Languages, Emeritus</i>		ROBERT L. BLOOM ²	1949-
B.A., M.A., Haverford College; Diplôme de Professeur de français à l'étranger, University of Toulouse		<i>Adeline Sager Professor of History</i>	
HAROLD M. MESSER	1947-1963	B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia University	
<i>Professor of Biology, Emeritus</i>		COL. WILLIAM A. CAMPBELL	1967-
Ph.B., Brown University; M.A., Columbia University		<i>Professor of Military Science, Department Chairman</i>	
KATHERINE K. TAYLOR ROOD	1947-1966	B.S., Purdue University; M.S., University of Pennsylvania	
<i>Professor of English, Emeritas</i>		BASIL L. CRAPSTER	1949-
B.A., University of Oregon		<i>Professor of History</i>	
CHARLES A. SLOAT	1927-1968	B.A., Princeton University; M.A., Ph.D., Harvard University	
<i>Professor of Chemistry, Emeritus</i>		WILLIAM C. DARRAH	1957-
B.S., Gettysburg College; M.A., Haverford College; Ph.D., Princeton University		<i>Professor of Biology</i>	
		B.S., University of Pittsburgh	

¹On leave of absence, second half, 1971-72²On leave of absence, second half, 1970-71

- HAROLD A. DUNKELBERGER 1950-
*Amanda Rupert Strong Professor of Religion, Department
 Chairman*
 B.A., Gettysburg College; B.D., Lutheran Theological
 Seminary, Gettysburg; Ph.D., Columbia University
- EDWIN D. FREED 1948-1951, 1953-
Professor of Religion
 B.A., Gettysburg College; L.D., Lutheran Theological
 Seminary, Gettysburg; Ph.D., Harvard University
- RICHARD B. GEYER 1954-
Graeff Professor of English, Department Chairman
 B.A., M.A., Miami University; Ph.D., Northwestern
 University
- CHARLES H. GLATFELTEK 1949-
Professor of History, Department Chairman
 B.A., Gettysburg College; Ph.D., The Johns Hopkins
 University
- J. RICHARD HASKINS 1959-
Professor of Physics
 B.S., University of Texas; Ph.D., Ohio State University
- LEONARD I. HOLDER¹ 1964-
Professor of Mathematics, Department Chairman
 B.S., M.S., Texas A&M University; Ph.D., Purdue
 University
- WADE F. HOOK 1967-
*Professor of Sociology and Anthropology, Department
 Chairman*
 B.A., Newberry College; B.D., Lutheran Theological
 Southern Seminary; M.A., University of South Carolina;
 Ph.D., Duke University
- CHESTER E. JARVIS 1950-
Professor of Political Science, Department Chairman
 B.A., M.A., University of California; Ph.D., University
 of Pennsylvania
- ARTHUR L. KURTH 1962-
Professor of Romance Languages, Department Chairman
 B.A., Yale College; Ph.D., Yale University
- RALPH D. LINDEMAN 1952-
Professor of English
 B.A., University of Pittsburgh; M.A., Columbia
 University; Ph.D., University of Pittsburgh
- JOHN H. LOOSE 1959-
Professor of Religion
 B.A., Gettysburg College; B.D., Lutheran Theological
 Seminary, Gettysburg; M.A., Ph.D., University of
 Chicago
- RICHARD T. MARA¹ 1953-
Sahm Professor of Physics, Department Chairman
 B.A., Gettysburg College; M.S., Ph.D., University of
 Michigan
- CAREY A. MOORE 1955-1956, 1959-
Professor of Religion
 B.A., Gettysburg College; B.D., Lutheran Theological
 Seminary, Gettysburg; Ph.D., The Johns Hopkins
 University
- SAMUEL A. MUDD 1958-1964, 1965-
Professor of Psychology, Acting Department Chairman
 B.A., Gettysburg College; M.S., Ph.D., Purdue
 University
- RUTH E. PAVLANTOS 1963-
Professor of Classics, Department Chairman
 B.A., College of Wooster; M.A., Ph.D., University of
 Cincinnati
- CHARLES E. PLATT³ 1957-
Professor of Psychology
 B.A., Wittenberg University; M.A., Ph.D., Ohio State
 University
- INGOLF QUALLY 1956-
Professor of Art, Department Chairman
 B.A., St. Olaf College; B.F.A., M.F.A., Yale University

¹On leave of absence, second half, 1970-71³On leave of absence, second half, 1970-71

WILLIAM F. RAILING^a 1964-
Professor of Economics, Department Chairman
 B.S., United States Merchant Marine Academy; B.A.,
 The Johns Hopkins University; Ph.D., Cornell
 University

NORMAN E. RICHARDSON 1945-
*William Bittinger Professor of Philosophy, Department
 Chairman*
 B.A., Amherst College; B.D., Yale Divinity School;
 Ph.D., Yale University

RUSSELL S. ROSENBERGER 1956-
Professor of Education, Department Chairman
 B.S., Geneva College; M.Litt., Ed.D., University of
 Pittsburgh

ALEX T. ROWLAND 1958-
Professor of Chemistry
 B.A., Gettysburg College; Ph.D., Brown University

CALVIN E. SCHILDKNECHT 1959-
Professor of Chemistry
 B.S., Gettysburg College; Ph.D., The Johns Hopkins
 University

HENRY SCHNEIDER III[†] 1964-
Franklin Professor of German, Department Chairman
 B.A., M.A., Ph.D., Princeton University

MAJOR HOWARD R. SEAMENS 1967-
Professor of Aerospace Studies, Department Chairman
 B.A., Allegheny College; M.B.A., Syracuse University

MARY MARGARET STEWART 1959-
Professor of English
 B.A., Monmouth College, Ill.; Ph.D., Indiana University

PARKER B. WAGNILD 1937-
Professor of Music, Department Chairman
 B.A., St. Olaf College; M.S.M., Union Theological
 Seminary; B.D., Lutheran Theological Seminary,
 Gettysburg; M.A., New York University

^aOn leave of absence, second half, 1970-71

[†]On leave of absence, second half, 1970-71

GLENN S. WEILAND 1946-1947, 1949-
Professor of Chemistry

B.S., M.S., Ph.D., University of Maryland

WALDEMAR ZAGARS 1956-
Professor of Economics
 Dr. oec., University of Riga

Associate Professors

R. HENRY ACKLEY^a 1953-
Associate Professor of Music

B.A., Western Maryland College; graduate, Peabody
 Conservatory of Music, Teacher's Certificate in Voice

PAUL R. BAIRD 1951-
Associate Professor of Economics
 B.A., M.A., The Pennsylvania State University

EDWARD J. BASKERVILLE 1956-
Associate Professor of English
 B.S., Lehigh University; M.A., Ph.D., Columbia
 University

GUILLERMO BARRIGA 1951-
Associate Professor of Spanish
 B.S., Colombian Naval Academy; M.A., Middlebury
 College; Doctorado De La Facultad De Filosofía Y
 Letras De La Universidad De Madrid

NEIL W. BEACH 1960-
Associate Professor of Biology, Department Chairman
 B.S., M.S., Ph.D., University of Michigan

ARTHUR B. BOENAU 1957-
Associate Professor of Political Science
 B.A., Amherst College; M.A., Ph.D., Columbia
 University

HARRY F. BOLICH 1947-
Associate Professor of Speech and Director of Debating
 B.A., M.A., Bucknell University

^aOn leave of absence, first half, 1970-71

- | | | | |
|---|------------------|---|-------|
| BRUCE W. BUGBEE ⁹
<i>Associate Professor of History</i>
B.A., College of William and Mary; M.A., Ph.D.,
University of Michigan | 1958- | EUGENE M. HAAS
<i>Associate Professor of Health and Physical Education,
Department Chairman</i>
B.A., Gettysburg College; M.A., Columbia University | 1954- |
| A. RALPH CAVALIERE
<i>Associate Professor of Biology</i>
B.A., M.S., Arizona State University; Ph.D., Duke
University | 1966- | THOMAS J. HENDRICKSON
<i>Associate Professor of Physics</i>
B.S., M.S., University of Michigan; Ph.D., Iowa State
University | 1960- |
| CHAN L. COULTER
<i>Associate Professor of Philosophy</i>
B.A., University of Iowa; M.A., Ph.D., Harvard
University | 1958- | EDMUND R. HILL
<i>Associate Professor of Economics</i>
B.Com., McGill University; Ph.D., University of
Pittsburgh | 1961- |
| DAVID J. COWAN ¹⁰
<i>Associate Professor of Physics</i>
B.S., M.A., Ph.D., University of Texas | 1965- | ROBERT T. HULTON
<i>Associate Professor of Health and Physical Education</i>
B.A., Grove City College | 1957- |
| DAVID L. CROWNER
<i>Associate Professor of German and Russian</i>
B.A., Pacific Lutheran University; M.A., Ph.D.,
Rutgers—The State University | 1967- | R. EUGENE HUMMEL
<i>Associate Professor of Health and Physical Education</i>
B.A., Gettysburg College; M.A., Columbia University | 1957- |
| THEODORE C. DANIELS
<i>Associate Professor of Physics</i>
B.A., Oberlin College; Ph.D., Syracuse University | 1954- | LESTER O. JOHNSON
<i>Associate Professor of Education</i>
B.A., St. Olaf College; M.A., University of Minnesota | 1930- |
| DONALD H. FORTNUM ¹¹
<i>Associate Professor of Chemistry</i>
B.A., Carroll College; Ph.D., Brown University | 1965- | GRACE C. KENNEY
<i>Associate Professor of Health and Physical Education</i>
B.S., New York University; M.A., Columbia University | 1948- |
| LEWIS B. FRANK ¹²
<i>Associate Professor of Psychology</i>
B.S., Franklin and Marshall College; M.A., The Johns
Hopkins University | 1957- | L. CARL LEINBACH
<i>Associate Professor of Mathematics</i>
A.B., Lafayette College; M.A., University of Delaware;
Ph.D., University of Oregon | 1967- |
| ROBERT H. FRYLING
<i>Associate Professor of Mathematics</i>
B.A., Gettysburg College; M.S., University of Pittsburgh | 1947-1950, 1958- | BRANKO A. LENSKI
<i>Associate Professor of Romance Languages</i>
Ph.D., New York University | 1970- |
| | | M. SCOTT MOORHEAD
<i>Associate Professor of Mathematics</i>
B.S., M.A., Washington and Jefferson College; Ph.D.,
University of Pittsburgh | 1955- |

⁹On leave of absence, first half, 1971-72¹⁰On leave of absence, first half, 1971-72¹¹On leave of absence, second half 1971-72¹²On leave of absence, first half, 1970-71

- KENNETH R. RAESSLER¹³ 1963-
Associate Professor of Music
 B.S., West Chester State College; M.M., Temple University; Ph.D., Michigan State University
- EMILE O. SCHMIDT 1962-
Associate Professor of English and Director of Dramatics
 B.A., Ursinus College; M.A., Columbia University
- W. RICHARD SCHUBART 1950-
Associate Professor of Philosophy
 B.A., Dartmouth College; M.A., Columbia University
- WALTER J. SCOTT 1959-
Associate Professor of Physics
 B.A., Swarthmore College; M.S., Lehigh University
- JOHN D. SHAND 1954-
Associate Professor of Psychology
 B.A., Amherst College; M.A., Harvard University; Ph.D., University of Chicago
- HOWARD G. SHOEMAKER 1957-
Associate Professor of Health and Physical Education
 B.A., Gettysburg College; M.A., Columbia University
- JOHN R. STEMEN 1961-
Associate Professor of History
 B.A., Yale University; M.A., Ph.D., Indiana University
- RICHARD T. WESCOTT 1966-
Associate Professor of Health and Physical Education
 B.A., Colby College; M.Ed., Boston University; P.E.D., Indiana University
- CONWAY S. WILLIAMS¹⁴ 1949-
Associate Professor of Economics
 A.B., Columbia University; M.S., Columbia Graduate School of Business
- Assistant Professors*
- MAJOR JEROME F. ANDERSON 1969-
Assistant Professor of Military Science
 B.B.A., University of Pittsburgh

- F. EUGENE BELT 1966-
Assistant Professor of Music
 B.A., Western Maryland College; M.A., New York University
- MICHELE BERTERAND 1968-
Assistant Professor of Romance Languages
 Licence ès Lettres, University of Besançon. C.A.P.E.S.
- GARETH V. BISER 1959-
Assistant Professor of Health and Physical Education
 B.S., Gettysburg College; M.S., Syracuse University
- MAJOR EDWIN B. BOOKWALTER 1970-
Assistant Professor of Aerospace Studies
 B.S., Grove City College; M.B.A., The George Washington University
- EDWARD R. BROWNLEY 1965-
Assistant Professor of Health and Physical Education
 B.A., Gettysburg College; M.Ed., Temple University
- MARIE BUDDÉ 1958-
Assistant Professor of Music
 B.M., Curtis Institute of Music; graduate, Peabody Conservatory of Music, Teacher's Certificate in Voice
- ALBERT W. BUTTERFIELD 1958-
Assistant Professor of Mathematics
 B.S., United States Naval Academy; M.A., University of Michigan
- JOHN F. CLARKE 1966-
Assistant Professor of English
 B.A., Kenyon College; M.A., Stanford University
- GLENDON F. COLLIER 1957-
Assistant Professor of German and Russian
 B.A., Franklin and Marshall College; M.A., University of California
- JOHN H. CRANE 1967-
Assistant Professor of Romance Languages
 B.S., A.B., University of Missouri; M.A., University of Arkansas

¹³On leave of absence, second half, 1970-71¹⁴On leave of absence, second half, 1971-72

PAUL R. D'AGOSTINO	1969-	C. ROBERT HELD ¹⁵	1954-1955, 1956-
<i>Assistant Professor of Psychology</i>		<i>Assistant Professor of Classics</i>	
B.S., Fordham University; M.A., Ph.D., University of Virginia		B.A., Gettysburg College; M.A., Princeton University	
HELEN H. DARRAH	1961-	JOHN T. HELD	1960-
<i>Assistant Professor of Biology</i>		<i>Assistant Professor of Education</i>	
B.S., M.S., University of Pittsburgh		B.A., Gettysburg College; M.A., Columbia University; M.A., University of Illinois	
GEORGE H. FICK	1967-	CAROLINE M. HENDRICKSON ¹⁶	1959-
<i>Assistant Professor of History</i>		<i>Assistant Professor of Spanish</i>	
A.B., Harvard University; M.A., University of Minnesota; Ph.D., Harvard University		B.A., Wellesley College; M.A., Columbia University	
NORMAN O. FORNESS	1964-	SHERMAN S. HENDRIX	1964-
<i>Assistant Professor of History</i>		<i>Assistant Professor of Biology</i>	
B.A., Pacific Lutheran University; M.A., Washington State University; Ph.D., The Pennsylvania State University		B.A., Gettysburg College; M.S., Florida State University	
ROBERT S. FREDRICKSON	1969-	JOHN M. KELLETT	1968-
<i>Assistant Professor of English</i>		<i>Assistant Professor of Mathematics</i>	
B.A., DePauw University; M.A., University of Minnesota; Ph.D., University of North Carolina		B.S., Worcester State; M.S., Rutgers—The State University; Ph.D., University of Florida	
ROBERT M. GEMMILL	1958-	JACK S. LOCHER	1957-
<i>Assistant Professor of Economics</i>		<i>Assistant Professor of English</i>	
B.A., Gettysburg College; M.A., University of Pennsylvania		M.A., University of Chicago; Ph.D., University of Pennsylvania	
GERTRUDE G. GOBBEL	1968-	ROWLAND E. LOGAN	1958-
<i>Assistant Professor of Psychology</i>		<i>Assistant Professor of Biology</i>	
B.S., The Pennsylvania State University; M.S., University of Illinois		B.A., University of California; M.S., Ph.D., Northwestern University	
LOUIS J. HAMMANN	1956-	MARIE McLENNAND	1955-
<i>Assistant Professor of Religion</i>		<i>Assistant Professor of English</i>	
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Pennsylvania State University		B.A., M.A., University of Pittsburgh	
DAVID F. HASKELL	1970-	MOLLYANNE MARKS	1970-
<i>Assistant Professor of English</i>		<i>Assistant Professor of English</i>	
A.B., Colby College; Ph.D., Brown University		A.B., Cornell University; M.A., Ph.D., Yale University	
		EUGENE F. MILONE	1966-
		<i>Assistant Professor of Physics</i>	
		B.A., Columbia College; M.S., Ph.D., Yale University	

¹⁵On leave of absence, second half, 1970-71¹⁶On leave of absence, 1971-72

- KENNETH F. MOTT 1966-
Assistant Professor of Political Science
 B.A., Franklin and Marshall College; M.A., Lehigh University; Ph.D., Brown University
- JAMES P. MYERS, JR. 1968-
Assistant Professor of English
 B.S., Le Moyne College, N.Y.; M.A., University of Arizona; Ph.D., University of Massachusetts
- NORMAN K. NUNAMAKER 1963-
Assistant Professor of Music
 B.A., Bowling Green State University; M.M., Ph.D., Indiana University
- WILLIAM E. PARKER 1968-
Assistant Professor of Chemistry
 B.A., Haverford College; M.S., Ph.D., University of North Carolina
- HOWARD C. PARKS 1966-
Assistant Professor of Classics
 B.A., Kenyon College
- RAY R. REIDER 1962-
Assistant Professor of Health and Physical Education
 B.A., Gettysburg College; M.Ed., The Pennsylvania State University
- JOSEPH R. SCHEER 1967-
Assistant Professor of Political Science
 B.A., St. Charles Borromeo Seminary; M.A., University of Pennsylvania
- ALLEN C. SCHROEDER 1968-
Assistant Professor of Biology
 B.S., Loyola College; M.S., Ph.D., The Catholic University of America
- JAMES F. SLAYBAUGH 1964-
Assistant Professor of Education
 B.A., Roanoke College; M.Ed., The Pennsylvania State University
- ALDEN C. SMALL 1968-
Assistant Professor of Political Science
 B.A., Oberlin College; M.A., Ph.D., Tufts University
- ROBERT D. SMITH 1965-
Assistant Professor of Health and Physical Education
 B.A., Gettysburg College; M.A., Shippensburg State College
- DONALD G. TANNENBAUM 1966-
Assistant Professor of Political Science
 B.B.A., M.A., The City College of The City University of New York; Ph.D., New York University
- THEODORE TANNENBAUM 1969-
Assistant Professor of Sociology and Anthropology
 B.A., M.A., Brooklyn College
- ROBERT H. TRONE 1956-
Assistant Professor of Religion
 B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Catholic University of America
- JANIS H. WEANER 1957-
Assistant Professor of Spanish
 B.A., Mary Washington College of the University of Virginia; M.A., New York University
- DEXTER N. WEIKEL 1962-
Assistant Professor of Music
 B.S., Susquehanna University; M.A., The Pennsylvania State University
- CAPT. GERALD H. WETZEL 1968-
Assistant Professor of Military Science
 B.S., The Pennsylvania State University
- JOHN R. WINKELMANN 1963-
Assistant Professor of Biology
 B.S., University of Illinois; M.A., University of Michigan
- ROBERT F. ZELLNER 1968-
Assistant Professor of Music
 B.S., West Chester State College; M.A., Lehigh University

Instructors

- LOIS J. BOWERS 1969-
Instructor in Health and Physical Education
B.S., Temple University
- CHARLES W. CHRONISTER 1967-
Instructor in Health and Physical Education
B.S., M.Ed., East Stroudsburg State College
- CAROL DABORN 1969-
Instructor in Art
B.A., Jackson College of Tufts University
- DENNIS W. DICKINSON 1970-
Instructor in Sociology and Anthropology
A.B., Augustana College; M.A., University of Minnesota
- KERMIT H. FINSTAD 1970-
Instructor in Music
B.A., St. Olaf College; M.M., The Catholic University of America
- AMIE V. GODMAN 1968-
Instructor in Romance Languages
A.B., Hood College; M.A., The George Washington University
- DONALD W. HINRICHS 1968-
Instructor in Sociology and Anthropology
B.A., Western Maryland College; M.A., University of Maryland
- ARTHUR McCARDLE 1969-
Instructor in German and Russian
B.A., Columbia College; M.A., Columbia University
- MARSHALL E. McMAHON 1970-
Instructor in Economics and Business Administration
B.A., University of the South
- CHARLES J. PINENO 1968-
Instructor in Economics and Business Administration
B.S., The Pennsylvania State University; M.A., University of Scranton

- R. DAVID QUINN 1969-
Instructor in Romance Languages
B.A., Dartmouth College; M.A., University of Wisconsin; Certificado de Doctor, University of Madrid
- JOYCE A. RICHARDS 1969-
Instructor in Romance Languages
B.A., Keuka College; M.A., Ph.D., State University of New York at Albany
- MICHAEL L. RITTERSON 1968-
Instructor in German and Russian
B.A., Franklin and Marshall College
- JAMES W. SAUVE, JR. 1969-
Instructor in Health and Physical Education
B.S., West Chester State College
- JUDITH A. SAUVE 1969-
Instructor in Health and Physical Education
B.S., West Chester State College
- DONALD S. STRASSBERG 1969-
Instructor in Psychology
B.A., Hunter College; M.A., University of New Hampshire
- Lecturers*
- MARY T. BASKERVILLE
English
B.A., Hunter College; M.A., Columbia University
- JANET P. GEMMILL
History
B.A., Bucknell University; M.A., University of Michigan; M.A., University of Wisconsin
- STEPHEN GOOD
English
B.A., Nebraska Wesleyan University; M.A., University of Pittsburgh

ELAINE L. JONES

English

A.B., Eastern Nazarene College; M.A., University of Wisconsin

ELIZABETH B. MARTIN

History

B.A., Wayne State University; M.A., University of Rochester

JENNIFER M. RAILING

Economics and Business Administration

LL.B. (Upper Second Class Honours), University of London

RICHARD K. WOOD

Mathematics

B.A., Earlham College; M.S., (2) University of Wisconsin

Private Instructor in Applied Music

TOINI E. HEIKKINEN

Organ and Piano

B.M., Oberlin Conservatory of Music; M.M., Peabody Institute of Music

Assistants

JUDITH A. ANNIS

Health and Physical Education

B.A., University of Northern Iowa

BETTY BARNES

Biology

A.B., Winthrop College; M.A., Duke University

SHIRLEE S. CAVALIERE

Biology

B.A., Butler University; M.S., Arizona State University

TROCELIA W. COULTER

Biology

B.A., Drake University; M.A., University of Iowa

ELIZABETH W. DANIELS

Biology

B.S., Miami University

MARTHA HINRICHS

Biology

B.A., Western Maryland College

BARBARA L. PLATT

Biology and Psychology

B.S., Allegheny College; M.A., Ohio State University

HELEN J. WINKELMANN

Biology

B.A., Notre Dame College of Staten Island; M.S., University of Michigan

Assistant Instructors

SGM HARRY F. BAILEY

Assistant Instructor in Military Science

SSG DUANE O. CHRISTOPHERSON

Assistant Instructor in Military Science

SSG BENJAMIN P. FOSTER

Assistant Instructor in Aerospace Studies

SSG STEPHEN T. GLOGOWSKI

Assistant Instructor in Military Science

LILLIAN JACKSON

Assistant Instructor in Chemistry

B.A., Wheaton College, Mass.; M.A., Bryn Mawr College

MSG LESTER J. RARICK

Assistant Instructor in Military Science

TSG CHARLES A. ZAREMBA

Assistant Instructor in Aerospace Studies

CALENDAR



1971-72 Calendar

Fall Term

Sept. 4-7 Sat.-Tues.
Sept. 8 Wed.
Sept. 8 Wed.
Oct. 9 Sat.
Oct. 23 Sat.
Nov. 6 Sat.
Nov. 24 Wed.
Nov. 29 Mon.
Dec. 9 Thu.
Dec. 11-17 Sat.-Fri.

Orientation and Registration
Classes begin 8:00 A.M.
Formal Opening Convocation
Fathers Day
Midterm reports due
Alumni Homecoming
Thanksgiving Recess begins noon
Thanksgiving Recess ends 8 A.M.
Last day of classes
Term exams

January Term

Jan. 3 Mon.
Jan. 29 Sat.

Term begins
Term ends

Spring Term

Feb. 7 Mon.
Feb. 8 Tues.
March 25 Sat.
March 25 Sat.
April 4 Tues.
May 5 Fri.
May 6 Sat.
May 15 Mon.
May 16 Tues.
May 18-24 Thurs-Wed.
June 3 Sat.
June 4 Sun.

Registration
Classes begin
Midterm reports due
Easter Recess begins
Easter Recess ends 8:00 A.M.
Spring Honors day
Mothers Day
Last day of classes
Spring Registration
Term examinations
Alumni Day
Baccalaureate and
Commencement



STATISTICAL SUMMARY

Students in College

	First Semester 1969-1970		
	Men	Women	Total
Seniors	297	127	424
Juniors	268	135	403
Sophomores	329	155	484
Freshmen	387	185	572
Special	2	10	12
Total	1283	612	1895

	First Semester 1970-1971		
	Men	Women	Total
Seniors	273	139	412
Juniors	300	143	443
Sophomores	355	175	530
Freshmen	368	149	517
Special	5	9	14
	1301	615	1916

Geographical Distribution—Full Time Students

	First Semester 1969-1970 Students	First Semester 1970-1971 Students
Pennsylvania	707	698
New Jersey	485	496
New York	211	233
Maryland	181	177
Connecticut	101	102
Massachusetts	43	46
Virginia	27	28
Washington, D.C.	21	23
Delaware	20	17
Ohio	16	13
Florida	10	7
New Hampshire	9	5
Rhode Island	8	7
Maine	7	10
Illinois	6	11
California	4	2
North Carolina	4	4
Ten other states	17	
Thirteen other states		15
Six foreign countries	6	8
	1883	1902

CAMPUS MAP

DIRECTORY

Administrative Offices

Location

President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Dean of the College	Pennsylvania
Dean of Students	Pennsylvania
Development	Pennsylvania
Guidance-Placement	Pennsylvania
Librarian	Schmucker Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	Student Union

Academic Offices

Art	Christ Chapel
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed.	
Men	Bream Gym
Women	Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Music	Brua
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary
Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter

Residence Halls

Men

Apple
Paul
Rice
Stine

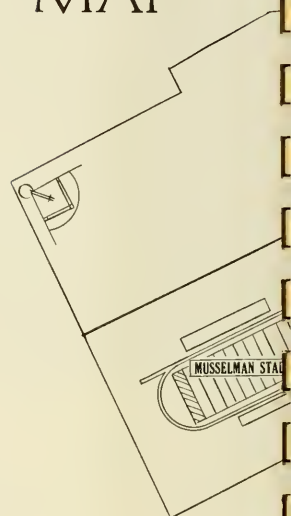
Women

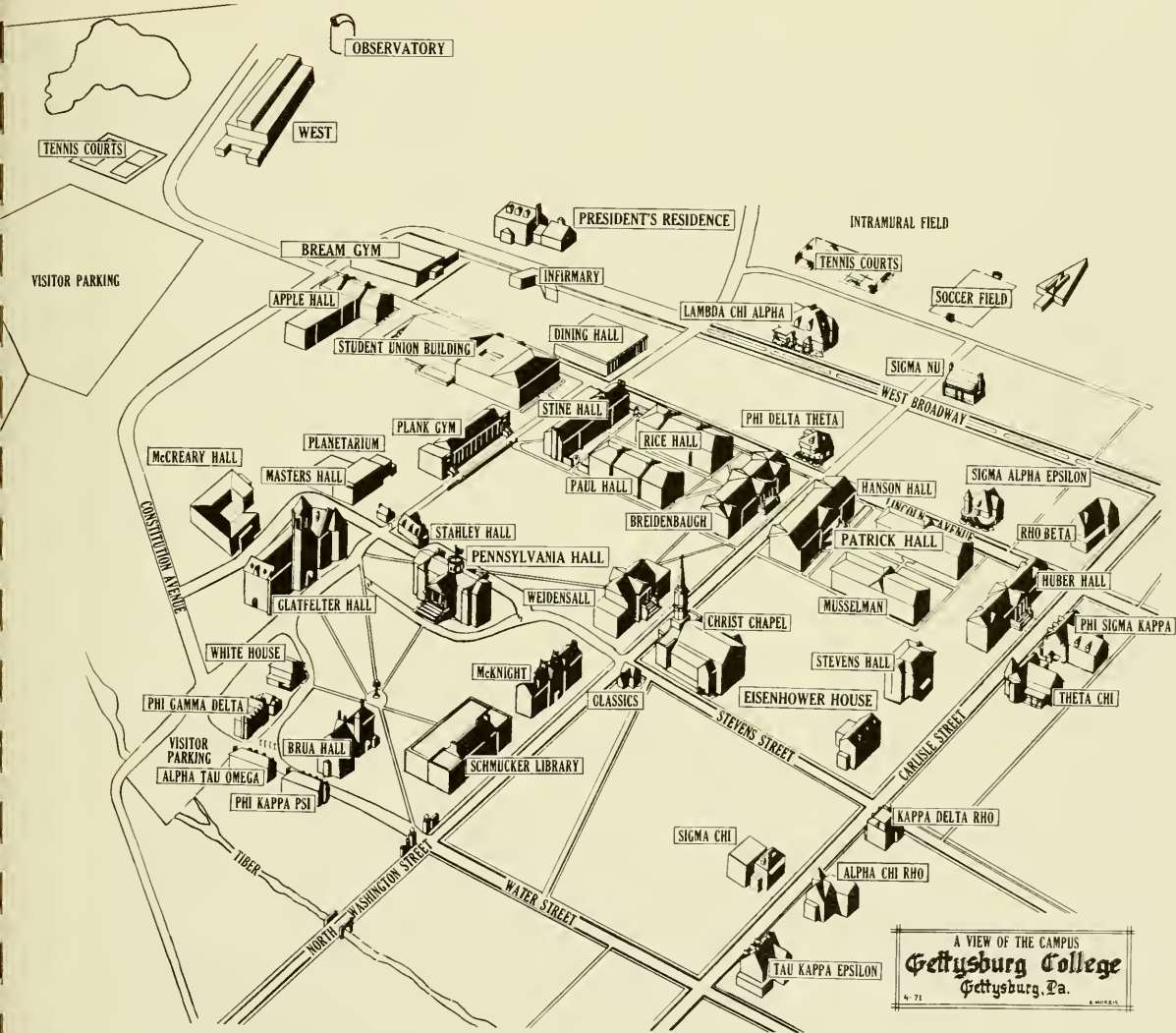
Hanson
Huber
North
Musselman
Stevens

Services

Location

Bookstore	Student Union
Health Service	Infirmary
Post Office	Student Union
Snack Bar	Student Union





A VIEW OF THE CAMPUS
Gettysburg College
 Gettysburg, Pa.
 4-71 6-1961

INDEX

Academic Program	39	Chapel Services	20	Faculty	44, 118
Academic Honors	41	Chemistry, Courses in	62	Fees	35
Academic Standing	40	Choirs	22	Financial Aid	37
Activities, Student	24	Class Attendance	40	Forestry Program, Cooperative	53
Administration	116	Classics, Courses in	64	Four-one-Four Program	43
Administrative Offices	31	Classroom Buildings	30	Fraternities	19, 25
Directory	130	College Entrance Examinations	33	Honorary	24
Admissions	33	College Scholarship Service	37	Professional	24
Application	33	Comprehensive Academic Fee	35	Social	25
Requirements for	33	Computer Facilities	31	French, Courses in	99
Transfer Students	34	Concentration Requirements	47	Freshman Program	45
Advanced Placement	34	Conduct, Student	27	General Education Courses	75
Advising, Academic	45	Cooperative Programs		Geographical Distribution of	
Aerospace Studies	97	Forestry	53	Students	129
Alcoholic Beverages	27	Washington Semester	48	German, Courses in	76
Alumni Loan Fund	109	Costs, College	35	Gettysburg Review, The	23
Anthropology, Courses in	103	Counseling	45	Gettysburgian, The	23
Art, Courses in	56	Course Units	46	Government Loans	37
Asian Studies, Courses in	49, 59	Courses of Study	55	Grading System	40
Astronomy see Physics	89	Cultural Activities	22	Graduate School Preparation	46
Athletic Facilities	31	Curriculum	41	See also Departmental	
Athletics	25	Dance, Modern	23	Introductions to Courses of	
Attendance, Class	40	Dean's Honor List	41	Instruction	
Awards	109	Debate Council	24	Greek, Courses in	64
Bachelor of Arts, Requirements		Degree Requirements	46	Guidance Services	45
for	46	Exemptions from	48	Harrisburg Urban Semester	49
Bachelor of Science in Music		Degrees	46, 51	Health, Courses in	78
Education, Requirements	51	Demonstrations and Dissent	29	Health Service	26
Bands	23	Dining Accommodations	20, 31	History, Courses in	80
Biology, Courses in	60	Directory	130	History of Gettysburg College	5
Board	36	Distribution Requirements	47	Honor Commission	21
Board of Trustees	115	Dormitories	31	Honor System	39
Bookstore	36	Dramatics	23	Honorary Organizations	24
Buildings	30	Drugs	28	Honors	41
Business Administration, Courses		Economics, Courses in	66	Honors Day Convocation	109
in	66	Education, Courses in	69	Independent Study	48
Calendar, Academic	128	Education Terms	50	India Studies Program	49
Campus Life	19	Electives	43	Infirmary	31
Career Opportunities	27	Elementary Education	51	Insurance	36
See Departmental		English, Courses in	71	Insured Tuition Payment	36
Introductions to Courses of		Enrollment Statistics	129	Interfraternity Council	21
Instructions		Entrance Requirements	33	Japan, Seminar in Culture of	49
Central Pennsylvania Consortium	15	Entrance Examinations	33	January Term	42, 49
Certification, Requirements for		Expenses, College	35	Junior Year Abroad	49
Public School Teaching	50	Facilities	30	Latin, Courses in	64

Lectures	22	Publications, Student	23	Sororities, Social	25
Liberal Education	43	Quality Point Grade System	40	Spanish, Courses in	99
Libraries	7, 30	Radio Station, Student	23	Spectrum, The	23
Living Accommodations	19, 31	Readmissions	40	Speech, Courses in	71
Loan Funds	109	Refund Policy	36	Special Student	34, 35
Lutheran Church in America	5	Register	115	Statistical Summary	129
Major Courses of Study	47	Registration	39	Student Communication Media	23
Major Requirements	47	Regulations		Student Conduct	27
Map	130	Academic	40	Student Conduct Board	21
Mathematics, Courses in	82	Board and Room	35	Student Government	20
Memorial Fund	105	Course Schedule	55	Student Organizations	24
Mercury, The	23	Payment of Bills	35	Student Senate	21
Military Science, Courses in	97	Student Conduct	27	Student Services, Student Health	
Music, Courses in	84	Religion, Courses in	95	Services	26
Music Education, Requirements		Religious Life	20	Student Union Building	24
for Bachelor of Science in	51	Requirements		Students, Geographical	
Music Activities	22	Admission	33	Distribution	129
Observatory	31	Bachelor of Arts Degree	46	Summer Session	34
Off-Campus Study	48	Bachelor of Science Degree		Swimming Pool	25
Orchestra	23	in Music Education	51	Test	
Organizations and Activities,		Concentration	47	Achievement	33
Student	24	Distribution	47	Advanced Placement	34
Orientation Program	45	Teaching Certification	50	Teacher Certification	50
Panhellenic Council	22	Reserve Officers' Training Corps,		Teacher Education	49
Parent Life Insurance	36	Courses in	97	Teacher Placement	27
Payment of Bills	35	Reserve Officers' Training Corps,		Theatre Arts, Courses in	71
Performing Arts	22	Program	53	Theatre Studio	30
Phi Beta Kappa	24	Residence Requirements	47	Transfer Credit	40
Philosophy, Courses in	86	Residence Halls	19, 36	Transfer Students	34
Physical Education, Courses in	78	Residential Life Commission	21	Transcripts	36
Physics, Courses in	88	Romance Languages, Courses in	99	Trustees, Board of	115
Placement	27	Rooms	19	Veterans	36
Planetarium	31	Russian, Courses in	76	Visitation Hours	28
Political Science, Courses in	90	Schedule Limitations	47	Washington Semester	48
Pre dental Preparation	53	Scholarships	105	Withdrawal of Students	40
Prelaw Preparation	53	Scholastic Aptitude Tests	33	Woman's League of Gettysburg	
Premedical Preparation	53	Secondary Education	50	College	30
Prizes and Awards,	109	Seminars	48	Women's Student Government	
Probation, Academic	40	Sociology and Anthropology,		Council	21
Psychology, Courses in	93	Courses in	101	Work Opportunities, Student	37

Notes

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